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ABSTRACT

This report describes major activities of the Mid-Atlantic Multifunctional Resource Center (MRC) during 1992-1993. Chapter 1 includes a state by state description of the service area (Delaware, the District of Columbia, Kentucky, Maryland, New Jersey, Ohio, Pennsylvania, Virginia, and West Virginia). A description of the MRC and staff and other resources used to facilitate the implementation of the service delivery plan is also provided. Chapter 2 describes major accomplishments and the progress made in collecting and sharing information with other MRCs in the area of developmental bilingual education programs. The following environmental issues are discussed in chapter 3: the effects of budget cuts on funding, increasing diversity of ethnic and language groups creating a shift from urban communities to rural areas, and increased interest in national goals and standards. Appended are a Summary report of Training and Technical Assistance, the program for a regional workshop, the program from a superintendents' workshop, an MRC evaluation form and service feedback form, and an impact of MRC services form. (JP)

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RESOURCE CENTER

ANNUAL REPORT
CONTRACT YEAR ONE
1992-1993

CONTRACT NUMBER: T29201003

EXECUTIVE SUMMARY

The Mid-Atlantic Multifunctional Resource Center (MRC 3) operates under a COMSIS contract awarded by the US Department of Education. The MRC is completing its first year of operation. The mission of the Mid-Atlantic MRC is to provide training and technical assistance to educators and parents of Limited English Proficient (LEP) students in Service Area 3, which includes Delaware, the District of Columbia, Kentucky, Maryland, New Jersey, Ohio, Pennsylvania, Virginia, and West Virginia. The ultimate goal of the MRC is to increase the effectiveness of instruction so as to maximize LEP student learning and achievement.

The LEP populations in Service Area 3 range from 300 in West Virginia to over 46,000 in New Jersey. The population has always been characterized by its vast linguistic, socioeconomic, and cultural diversity. The region includes large urban centers such as Washington, DC Metropolitan area and Philadelphia with over 100 different languages, and rural areas such as Monongalia County, West Virginia, with approximately 200 students from 10 different language backgrounds. An important demographic shift has been noted in many of the states served by the MRC; the LEP population has increased rapidly in the rural and more remote areas while remaining steady in the urban regions.

Providing services to a region as diverse as Service Area 3 demanded flexibility of programs, continuous clarification of needs, and well thought out plans for internalizing and institutionalizing the training received. To accomplish this task, the MRC developed a Baseline Management Plan and a Service Delivery Plan which reflected the philosophy and goals of the MRC. In the current year of implementation, the MRC completed all of the deliverables stated in the Baseline Mananagement Plan, conducted 120 major training and technical assistance activities and responded to 1329 Quick Action requests. Participants in MRC training activities numbered 2742. Of this number, approximately 913 were Title VII recipients. While teachers were the most common participants (46%), project directors and other administrators accounted for 25% of the total number of participants.

Clients in Service Area 3 received training in the areas of Curriculum/Instructional Materials, Methods of Instruction, Program Administration, Program Design and Theory/Research to Practice among other topics. These most frequently presented topic areas were chosen to meet the needs of the majority of MRC clients, teachers, and administrators.

The MRC offered its clientele one of the more technologically advanced ways to keep informed and to communicate through its Technical Assistance Network (TAN). Clients communicate with MRC staff through the TAN and keep up to date on the news of the field.

The MRC coordinated its efforts with its sister MRCs, the Title VII Network, OBEMLA, Title IV DACs, and other agencies and professional associations. This coordination resulted in, among other things, joint planning to facilitate and provide training in a cost efficient and effective manner.

In order to meet the training needs in each of the states, the MRC also coordinated its efforts with SEAs and LEAs by planning and conducting two to five day institutes to integrate a number of topics relevant to participants. In addition, the MRC participated actively in additional institutes throughout the region, and cosponsored many regional and state conferences. The Service Area 3 Superintendents' Taskforce meetings resulted in the formulation of a Superintendents' Leadership Council whose first Institute will take place at the Homestead in Hot Springs, VA on September 22-24, 1993.

For the Gathering Information task on Developmental Bilingual Education Programs the MRC developed a Resource Guide. This guide includes 98 selected and evaluated references from a variety of databases. The bibliography was then distributed to the other MRCs and to the government. Selected articles were also included in the packet.

The Mid-Atlantic Region has undergone a great deal of change over the past year. The state of the US economy has forced SEAs and LEAs to cut back and streamline services. This coupled with restructuring at all levels has, at times, left gaps in both SEA and LEA leadership that have forced the MRC to communicate frequently and work more directly with more LEAs and individual schools. Added to this is the increasing and changing nature of the LEP population. The LEP population continues to increase in almost every district while many districts are seeing declines in their overall population. Those districts that have had programs established must now, in a time of economic retrenchment, adjust them to meet the needs of a different population, such as Eastern Europeans; those districts that have never had to establish programs now see significant numbers of LEP students coming into their schools for the first time.

Chapter 1 of the report describes the major activities of the past year; it includes documentation of the progress made and services performed with the SEAs and LEAs during the contract year. This chapter includes a state by state description of the service area, a description of the MRC and staff and other resources used to facilitate the implementation of the Service Delivery Plan.

Chapter 2 describes the major accomplishments, a focus on Administrators, on Institutes, and a major effort in coordination of activities with other agencies. The progress made in collecting and sharing information with other MRCs in the special information gathering area of Developmental Bilingual Education Programs is also included in this chapter.

Chapter 3 discusses Environmental Educational Changes in the area with concomitant trends and issues.

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Appendix E: Service Feedback Form and Impact of MRC Services Form

CHAPTER 1

MAJOR ACTIVITIES

1.1 DESCRIPTION OF THE SERVICE AREA

The service area of the Mid-Atlantic Multifunctional Resource Center (MRC-3) includes eight states: Delaware, Kentucky, Maryland, New Jersey, Ohio, Pennsylvania, Virginia, and West Virginia, and the District of Columbia.

1.1.1 Demographics of the Region

The demographic makeup of the LEP student population in the Mid-Atlantic Region remains characterized by vast linguistic, socio-economic and cultural diversity. Although recent census counts and state population surveys show a small decrease in the total numbers of LEP students, an important development has been the increasing and rapid spread of this population in the more rural and remote areas of the region.

The Service Region includes large urban and suburban centers with great numbers of LEP students, such as the bedroom communities of New York City in Northern New Jersey, the Washington District of Columbia metropolitan area, the city of Philadelphia, Pennslyvania,

and the northern Ohio school districts in the Cleveland Area; the more rural areas of Eastern Maryland, Delaware, Kentucky, Ohio, Pennsylvania, Virginia and West Virginia are also contained in the region.

As is the case for the nation as a whole, the student population in the Region is growing steadily in linguistic, cultural, and socio-economic diversity. As a result, in addition to the ongoing interest and acceptance of multicultural approaches, awareness is increasing that schools cannot keep up with the demands for teachers who are trained and experienced in working with diverse student populations. The spiraling demand is for "regular" "mainstream" educators to act as the teacher, mentor, counselor and instructional leader of this ever diverse population. Targeted and focused program design, pedagogical approaches, cultural sensitivity, and appropriate use of technological advances must be included in any staff development activities for teachers who serve the language minority population. Following the highly praised "Total Quality Management" (TQM) approach to success in the business sector, public education is also beginning to embrace a total team approach to educating students. This has resulted in a steady increase in interest and participation of administrators around issues involving Language Minority Student education.

Major language groups in Region 3 include Spanish and the South East Asian languages, especially Vietnamese, Thai, Lao and Khmer. In addition, there are sizable numbers of Eastern European and African languages, as well as East Asian languages such as Chinese,

Japanese, and Korean. Languages of the Indian Subcontinent such as Gujerati and Hindi are also represented in New Jersey. A substantial number of Spanish speakers are concentrated in New Jersey and Pennsylvania. Japanese students still constitute a new presence in Kentucky, Western Pennsylvania and Ohio as a result of increased industrial activities in those states. Bilingual education programs traditionally target some of the larger language groups and larger concentrations of students; however, there are many less common languages and smaller concentrations of students for whom bilingual programs are scarce or non-existent.

There appears to be a general consensus, supported by population data from each of the states, that the number of LEP students is spreading over a much wider geographic area of the region. Smaller cities are becoming urbanized and rural areas, many for the first time, have LEP families. Many of the new arrivals are refugees from Eastern Europe and migrant worker populations who move from Delaware to Pennsylvania to Ohio.

As in the past, demographic data for the Service area was obtained through personal communications with SEAs during the project year, regular contact with LEAs during training and technical assistance activities and data reported by the states to government agencies such as OBEMLA.

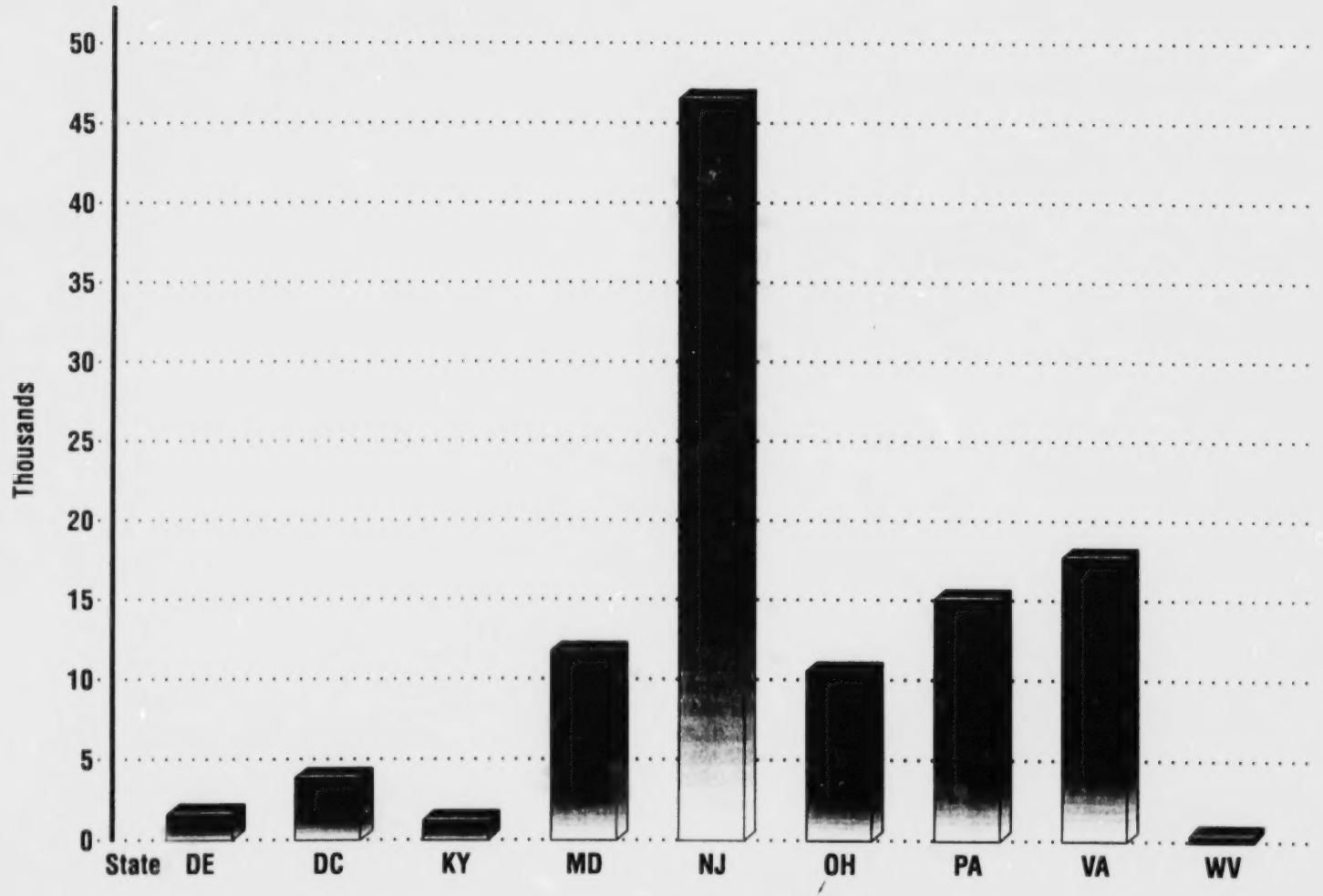
Table 1 shows the number of school districts in each state in Region 3, the number of districts reporting LEP students, the total school population in each state, the total LEP population, and the LEP population as a percent of the total population. **Figure 1** shows LEP populations by state.

TABLE I

Distribution by School District and Total LEP Population as Compared with Total School Population by State

State	Number of School Districts	School Districts with LEP Students	Total Public School Population	Total LEP Population	LEP Population as % of Total
Delaware	19	18	104,321	1,687	1.6
District of Columbia	1	1	80,937	3,915	4.8
Kentucky	176	24	640,477	1,133	0.2
Maryland	24	22	736,238	11,791	1.6
New Jersey	611	400	1,130,560	46,565	4.1
Ohio	612	236	1,779,238	10,596	0.6
Pennsylvania	501	400	1,717,613	15,000	0.9
Virginia	133	108	1,032,058	17,776	1.7
West Virginia	55	7	336,342	301	0.1

Figure 1
LEP Student Population by State for 1992 - 1993



COMSIS, Mid-Atlantic Multifunctional Resource Center

Figures 2 and **3** show changes in the LEP population by state from the 1991-1992 to the 1992-1993 period. **Figure 2** shows the changes in LEP populations of each state for the past two years. **Figure 3** indicates that the percent of school districts within each state reporting LEP students increased in almost every state.

Figure 2
LEP Student Population by State for 1991 - 1992 and 1992 - 1993

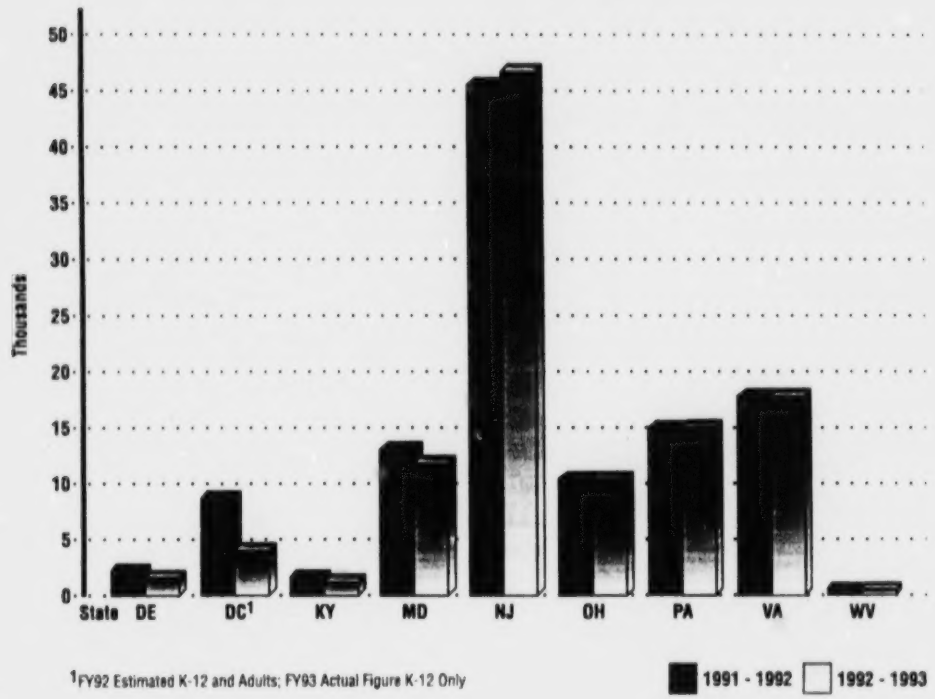
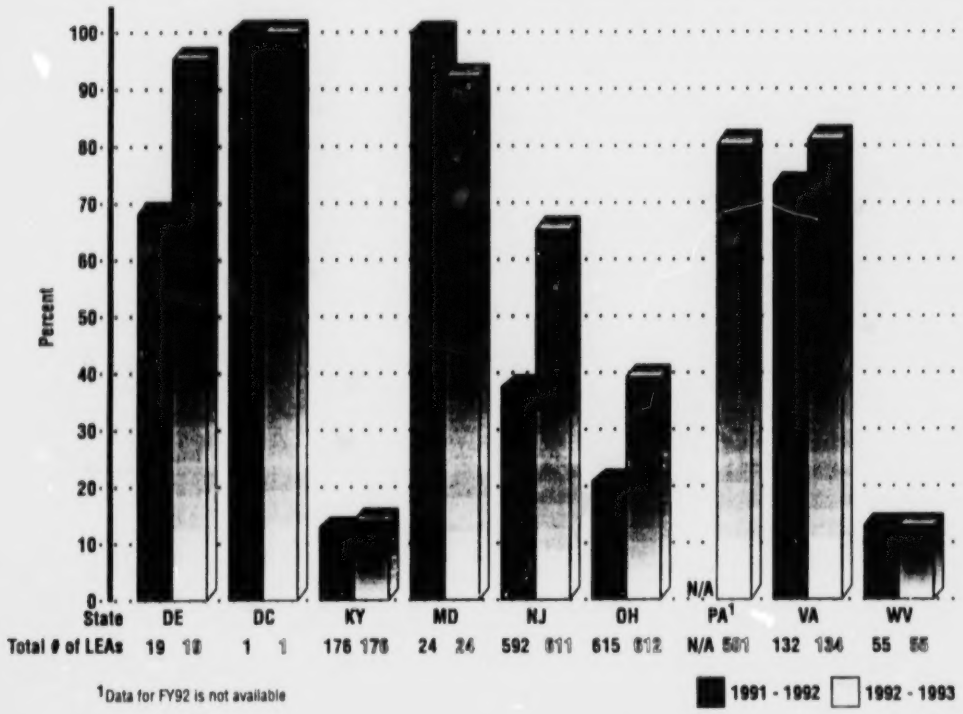


Figure 3
Percent of LEAs Reporting LEP Student Enrollment by State for 1991 - 1992 and 1992 - 1993



1.1.2 Title VII Funded Programs in Region 3

Agencies in Service Area 3 received a total of **52 Title VII grants** in the 1991 - 1992 academic year, of which 31 were classroom instructional projects (Developmental Bilingual Education, Transitional Bilingual Education, Special Alternative Education, Academic Excellence and Special Populations Programs), and fifteen were training grants (Educational Personnel Training, Short Term Training and Fellowships). Six of the nine states in the Region received SEA Grants. **Table II** shows the distribution of Title VII grants by type and state. The types of grants are divided into **C**lassroom **I**nstructional **P**rograms (CIPs) and Secondary. This reflects the priority for service by the MRC.

1.1.3 State Characteristics

The shifting nature of the population in the region, especially combined with the persistent decline in the US economy, and education reform movements initiating changes in curriculum, teacher training, assessment and collaboration and partnership, have meant that the MRC must broaden the range of information, training and technical assistance that it provides. The increased demand for a multiplicity of instructional options, the requirement that mainstream educators be trained and retrained along with Bilingual and ESL personnel has meant that the COMSIS Mid-Atlantic MRC needed a new thrust and focus. More targeted and long term staff development actitivities were implemented in all states, resources were realigned to reflect the changing needs and assure capacity building abilities.

As mentioned above, a major training need for the states has been to train not only mainstream teachers but administrators and other personnel who come in contact with linguistically and culturally diverse students. Adverse economic conditions also determined the amount and type of training that the MRC was willing and able to provide. Multi-day institutes were planned for all states in the region. Education reforms at the local level combined with the national education goals incentives resulted in training activities targeted to reach those goals.

The MRC has not only worked with individual states, but has made a significant effort to get the collaboration and commitments of SEAs, IHEs as well as LEAs in its training activities. As in previous years, the MRC continues to work closely with LEAs and IHEs to form consortia in order to combine resources and other opportunities. The Washington DC Metro Network, the Cincinnati based consortium, and the Sussex County consortium in Delaware are good examples of successful consortia.

A state by state overview and demographic trends of the Region follows.

TABLE II

Number of Title VII Funded Programs by Type and State

1992 - 1993

SERVICE AREA 3	TITLE VII										
	CIPs					Secondary					
	DBE	TBE	SAIP	AE	SPP	SEA	STT	TDIP	EPT	FLW	TOTAL
DE						1					1
DC		2	2		1	1	1		1	1	9
KY		1	3			1					5
MD			6[1]			1	2				9
NJ		2	1			1			2	1	7
OH		2	2			1			2		7
PA	1	1	2	1						2	7
VA	1		3[2]					1	1	1	7
WV											0
TOTAL	2	8	19	1	1	6	3	1	6	5	52

[1]Includes one special competition.

[2]Includes one New Arrivals Priority grant.

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DELAWARE

Overview

Delaware is spearheading the education reform movement and implementing "systemic change". In its comprehensive reform efforts, the Delaware State Department of Education is developing curriculum standards along with a new statewide assessment system based on performance outcomes. Strong SEA leadership continues to advocate for and improve the educational opportunities for language minority students. It is expected that the Language Minority population will be included in the statewide comprehensive plan. The concern at the state level is that the LEP population, which is spread out all along the shores and rural areas of the state, is not receiving the educational services offered in more populated school districts. This population, mostly made up of migrant workers, is not only highly mobile but also harder to serve because of the lack of public transportation in these areas. Districts in the southeastern area of the state, around Sussex County, have formed a consortium in order to combine resources and service delivery to this rural population.

Demographics

Delaware has a relatively small LEP population of 1687 students in the public schools. These children comprise 1.6% of the total public school enrollment of 104,321. Of these students, 1051 or 57% are being served by district LEP programs. The largest group of LEP students is located near Wilmington in the Red Clay School district. The population is primarily Hispanic, Middle Eastern, and Southeast Asian. Cape Henlopen, Lake Forest and

Millford School Districts have enrolled significantly high proportions of Hispanic students. School districts with high LEP enrollments include Christina (353),Indian River (170) and Colonial (119). In the 1992-1993 school year, 1051 students were served in LEP programs.

The 1687 LEP students in Delaware represent 45 different language backgrounds. The six most commonly represented languages are Spanish 1128 (66.9%), Haitian Creole 101 (6.0%), Korean 87 (5.2%), Hindi 47 (2.8%), Vietnamese 37 (2.2%), and Arabic 36 (2.1%).

Educational Conditions

Because many schools have very small numbers of LEP students, the greatest need is to provide technical assistance and additional services in teacher training to these small populations in schools where no specialized staff is available. An attempt at addressing this issue is the forming of school consortia. Sussex County in southeastern Delaware has formed a group to consolidate available resources to serve the language minority and migrant population.

Programs to Serve LEP Students

The SEA is the only Title VII funded project in the State.

DISTRICT OF COLUMBIA

Overview

Washington, the District of Columbia, is one of the most culturally and linguistically diverse cities in the United States. A newly instituted home language survey has identified 10,000 students from families where a language besides English is spoken; in February 1993, 3915 were identified as LEP or NEP. The foreign student population comes from 132 different countries and speaks more than 91 languages.

Such a diverse student population has complex cultural, linguistic, and educational needs. As a result of restructuring, responsibility for minority students is now divided between an SEA office and an LEA office. The LEA office instituted new procedures for the identification, placement and testing of LEP students last year, including administering a Home Language Survey and the Language Assessment Scales. Survey results were entered into the new Language Minority Affairs Branch student database. Currently, there are 1819 students identified as limited English proficient (LEP) and 2096 as non-English proficient (NEP).

Demographics

Substantial numbers of students from Central America, South America, Indochina, Asia, North Africa, and the Caribbean Islands have moved into the District of Columbia in recent years. The largest language group is Spanish speaking (65%). The most recent group of

immigrants comes from rural areas of El Salvador. Many lack not only English skills but also academic skills. The second largest group is comprised of students who speak various Chinese languages. Additionally, there are over 250 students whose first language is Amharic.

Educational Conditions

In July 1993, the District of Columbia Public Schools (DCPS) used its emergency rule-making powers to adopt a "Policy on the Education of Language Minority Students." The policy mandates ESL/bilingual education for all LEP/NEP students that is "equivalent in quality and standards to that provided native speakers of English." The policy also requires that communications with the parents of language minority students be in the parents' language when possible and codifies the home language survey and language assessment procedures implemented last year.

DCPS is currently concluding a two-year bilingual teacher retooling program. The program, funded directly by Congress, was operated under a contract with George Washington University. Under this contract, approximately 100 teachers, who were already certified in another area and had demonstrated excellent teaching abilities, were trained and have been or will be certified to work with LEP/NEP students. These teachers instruct the LEP/NEP students in the content areas using either the students' first language or "sheltered" instruction.

Programs To Serve LEP Students

There were a total of nine Title VII grants (not including the Evaluation Assistance Center - East) in the District of Columbia. Five are classroom instructional projects (two Transitional Bilingual Education Projects, two Special Alternative Instructional Projects and one Special Population Project), one an SEA grant, and three are training grants (one each Educational Personnel Training, Short-Term Training and Fellowship).

KENTUCKY

Overview

Kentucky has a small LEP population of approximately 1100 students, indicating a slight decline from last year. It is not considered a substantial change by the State Department of Education. The most significant changes in programs serving LEP students have come about as a result of KERA, the Kentucky Education Reform Act, implemented throughout the state in 1990. KERA has required radically different pedagogical and assessment approaches that apply to all students, including LEP students. These reforms are being currently phased in, and impact data are not available.

The Kentucky SEA has recently undertaken a new initiative in multi-cultural awareness in the form of a statewide conference for educators. This initiative is aimed at improving attitudes on diversity.

Demographics

Kentucky's approximately 1100 LEP students are concentrated in Boone County, in Louisville, in Jefferson County and, to a lesser extent, in the Elizabethtown and Lexington areas. The rest of the LEP population is spread thinly throughout the state, with perhaps one or two students per school.

Vietnamese is the primary language of the LEP populations from South East Asia; Louisville has a large Vietnamese population. Spanish is also a predominant language. There are also Japanese speakers and a growing number of students speaking languages of middle Europe.

Educational Conditions

It is anticipated that the changes generated and implemented as a result of KERA will have an impact on LEP populations; educational strategies, process writing, journals and portfolios, which are recommended for LEP students, are now being instituted for all students.

Scant professional resources are spread very thinly, with trained ESL staff frequently covering many schools over a large region. Since many schools do not have enough students to justify ESL staff, the MRC has assisted the State Education Department in the preparation of a Handbook for use by rural school districts.

Programs To Serve LEP Students

Kentucky has four Title VII programs, two in Louisville, one in Boone County in the north of Kentucky and the fourth in Elizabethtown, in central Kentucky.

MARYLAND

Overview

Maryland continues to have a fairly large LEP population with approximately two thirds of those students concentrated in three counties- Montgomery, Prince George's, and Anne Arundel. Student knowledge is assessed by the Maryland Functional Testing Program in reading, mathematics, writing, and citizenship; achieving competencies in these areas is a requirement for graduation from high school in Maryland. These tests impact on the LEP population and require special instruction and preparation.

Demographics

Maryland, according to the most recent data has 11,791 LEP students out of a total enrollment of 736,238 from over 100 different language backgrounds. The six most commonly represented languages are Spanish (40%), Korean (11%), Chinese (7.5%), Japanese and Russian (2.5% each).

Maryland has a few large urban and suburban areas within a State that is still largely rural. By far the greatest concentration of immigrant students are in and around Baltimore and the area outside of Washington, DC. In all, 22 of the State's 24 school districts report having limited English proficient students. Steadily increasing LEP populations are on the Eastern Shore and in the southern and northwestern parts of the State, and schools are increasingly anxious to serve them as well as they can.

The two counties with the highest concentration of LEP students are Montgomery County (6041) and Prince George's County (2601). Montgomery County's LEP population continues to expand with an increase of 122 students from 1991 to 1992. Other Maryland counties have considerably fewer numbers of LEP students but higher proportionate increases.

Educational Conditions

Maryland has a broad spectrum of LEP students ranging from students with strong academic backgrounds to students with little or no previous schooling. In certain counties, special programs have been developed to meet the academic needs of particular groups of students with certain types of academic needs.

Programs To Serve LEP Students

All but two of the school districts (counties) in Maryland which indicate that they have LEP students have programs to serve the LEP students. These programs are staffed by volunteers who do individual tutoring in a sophisticated range of programs designed to meet the needs of various groups, including those based on age, academic needs, and/or language backgrounds. Most of the programs are at least partially funded locally.

During the 1992-93 school year Maryland received a total of nine Title VII projects. Six were Special Alternative Instructional Program grants, one SEA grant and two were training grants (both Short-Term Training projects). The SEA used the grant for a week long institute for social studies teachers working with LEP students. COMSIS-MRC supported this institute with staff personnel and a consultant.

NEW JERSEY

Overview

Despite fiscal constraints and shortages of certified teachers and specialists, the state has worked hard to coordinate needed training in both the northern and southern districts. Specific effort has been made to coordinate activities for ESOL and mainstream teachers. In their analysis of the training activities for the current year and their forward looking justification of needs for 1993-1994, the SEA feels firmly committed to the idea of a "needs-based training institute for the entire 1993-1994 school year." The state is moving toward

finding alternative assessment for LEP students and the exemption of these students from standardized testing. They are also working toward a High School Proficiency Test, and the school curricula are undergoing revisions.

Demographics

The increase in LEP population has been significant in the state. The number now exceeds 46,000 - an increase of 3000 students. Most important is the spread of these LEP students geographically. Of the 611 districts, 400 report that they have a significant number of LEP students. This geographic distribution implies that the state and school districts must redouble their efforts to train an even greater number of professionals and paraprofessionals. Language data, together with demographic data, indicate an increase in languages spoken by the students. The number of languages and dialects has reached more than 160. Spanish speakers remain the dominant group, over 28,000. The LEP student population is mainly located in the five northeastern counties of Essex, Hudson, Passaic, Bergen and Union City, and spea rtuguese, Gujerati, Korean, Vietnamese, Japanese and Arabic. There are also pockets of Russian speakers in a number of counties. Efforts continue to be made to serve all the LEP students in appropriate programs.

Educational Conditions

There were eight funded Title VII programs in 1992-1993. The planning thrust of teacher training by the SEA is geared to involve the entire school staff in the education of the

limited English proficient. Therefore a number of training cycles have been designed for mainstream teachers in conjunction with ESOL and bilingual teachers. The MRC conducted workshops which concentrated on content based ESL, and on lesson plan development, with a hands-on-task approach.

Programs To Serve LEP Students

As mentioned above, there were eight funded Title VII projects in 1992-1993. In addition to the SEA grant program, New Jersey has three TBE programs and one SAIP program. Of the 611 districts, 400 are reported to have LEP students. These students are served by a variety of programs designs, ESOL and bilingual. There are school based ESOL/bilingual teachers in most of the impacted schools whereas in rural areas with lesser numbers, itinerant patterns are in use. There is an effort in all of the counties to establish training programs and staff development programs to train mainstream as well as ESOL/bilingual teachers.

OHIO

Overview

Since 1986, Ohio has seen large increases in the LEP population. Two hundred LEP students were reported in 1986, while in 1991-1992 (the most recent figures available) 10,596 LEP students were reported. Many of the students are recently arrived refugees.

Approximately 50% of the LEP population is Hispanic. Other ethnolinguistic groups with large concentrations of students include Asian/Indochinese, Arabic speakers, and Eastern Europeans. There are increasing numbers of students from Jerusalem and Ethiopia in Columbus and Cleveland.

A major change reported by the SEA is the shift in distribution of the LEP population. LEP populations in the districts with larger numbers have remained relatively stable; however, the number of districts reporting between 1-200 LEP students has risen sharply. This indicates an increasing need for services in districts with new and small LEP populations.

During 1993 Ohio has streamlined its data collection on LEP students. To reduce the burden on school districts, the SEA requests only demographic data contained in an OBEMLA-devised survey form. This form does not include breakdown by language nor the number of teachers who are certified. In addition, a new computerized data collection system is being implemented, which reduces the amount of information which must be sent to the SEA on paper. Any requests to school districts for data outside of the reporting guidelines must be justified.

Demographics

The Ohio SEA reports that in 1991-92 there were 10,596 LEP students in 236 of the 612 Ohio public school districts, a number which represents a 10% percent increase over the

1990-91 school year. In 1990-91 only 183 of 612 districts reported LEP students. In 1991-92 9,052 LEP students were enrolled in instructional programs specifically designed to meet their educational needs. 1544 LEP students in public school were not enrolled in such programs.

The distribution of LEP students within the state has changed significantly in the last year. According to the Ohio SEA, the number of Ohio school districts reporting LEP enrollment during 1991-92 increased 29% over 1990-91. Changes are particularly striking in districts with 1-200 LEP students. In 1990-91, 148 districts reported LEP students. In contrast in 1991-92, 304 districts reported LEP students. Thus, 156 districts which previously did not report any LEP students now have LEP student populations between 1 to 200. Of these 156 "new" districts, 61 have relatively large numbers, from between 51 to 200 LEP students.

In districts with larger populations, LEP students need intensive academic support. Akron has a large refugee group from Vietnam, Cambodia and Laos; these are "at-risk" students, with little or no English, whose parents lack formal education, and who receive public assistance. Youngstown, with one of the highest unemployment rates in the nation for adults and youth, has a large Hispanic LEP population. Cincinnati is a resettlement site for Cambodian refugees under the Cambodian Cluster Project.

Columbus has an eligible immigrant LEP population of approximately 679 from 52 nations; the largest group is from Southeast Asia (273) Cleveland has approximately 778 eligible immigrant students from 58 nations; the largest group is from Eastern Europe (246). The figures for Columbus and Cleveland do not represent the total number of LEP students within the school population, but only "Eligible immigrants" under the Emergency Immigrant Education Assistance Program. Thus this figure does not include native-born Puerto Rican or Mexican Amercan LEP students.

Educational Conditions

The Ohio State Ninth Grade Proficiency Test has had a great impact on LEP students in the state. Students are tested in math, reading, writing and citizenship. The test represents a barrier because even LEP students who are doing well in school, and who show potential to do well in college, do not always pass despite efforts by local schools to help students to prepare.

In the future, science proficiency will be added to the current ninth grade test battery. Twelfth grade and fourth grade proficiency tests are being discussed. These changes represent future hurdles to LEP students, particularly secondary students with little academic background.

A second significant change in Ohio is the school restructuring process, which has led to the formation of curriculum councils to take over the work formerly done by superintendents. Restructuring has led to reinterpretation of the instructional programs provided for LEP students. For example, in Cincinnati, ESL has been grouped with Foreign Languages (rather than with English), a change from teaching English as a Second language to English as a Foreign language. The change threatens the academic and affective support now given to LEP students in ESL classes.

Programs To Serve LEP Students

LEP students in Ohio were enrolled in four Title VII projects, one of which was a Special Alternative Instructional Project, and three of which were Transitional Bilingual Education Projects. There are also two Education Personnel Training Projects at the University of Findlay, and an SEA grant. MRC activities in Ohio during 1992-1993 have focussed extensively on teacher training, particularly for mainstream teachers.

PENNSYLVANIA

Overview

The LEP population from Pennsylvania remains constant at 15,000 students. The trend toward a geographic distribution across the state continues to dominate. Students are in about 80% of the 501 districts. The number of languages increased to some extent,

reflecting world conditions. Russian, Bulgarian, Czech and Serbo-Croat speakers are a new presence as those populations leave Europe. Spanish speakers are the state's largest group with Puerto Ricans the single largest ethnolinguistic group.

The state has approved a regulation which will, by 1999, have performance based assessment in place. It is now in the planning stages. The one cogent issue in the state is that there is no certification requirement for teachers in ESOL or in Bilingual education. It is being discussed but as yet no action is forthcoming. There has been a shift from Bilingual education to ESOL in Bethlehem despite community protest. Despite an academic excellence program in bilingual education, the county elected to drop bilingual educational instruction in favor of ESOL instruction. It will be fully implemented by 1995.

Demographics

Pennsylvania, as with other states in the region, has an LEP student population in both urban and rural areas. In some rural areas this means that there is a need for ESOL teachers for whom employment can only be offered part-time and it is difficult to attract and maintain staff.

Educational Conditions

The MRC has been active with state planning and with each of the grantees as well as with the designated district for Pennsylvania, the Westmoreland Intermediate Unit. The MRC

has provided services which were for both mainstream and ESOL teachers and administrators. The needs centered around hands-on-task in instructional methodology, services to Bilingual aides, services to secondary teachers in a workshop dealing with "higher level" literacy skills. The major programmatic change is that of Bethiehem County.

Programs To Serve Lep Students

There were seven Title VII projects in Pennsylvania, two SAIPs to training fellowships, one Developmental program at middle school level, one Academic Excellence Program, and one TBE project. There is no SEA grant in Pennsylvania.

Indications from state data report that 80% or approximately 400 of the 501 districts in the state have LEP students. Each of the districts has some kind of program to serve the students. The programs may range from school-based ESOL teachers to itinerant teachers in more rural areas where the number remain small. They may also reflect districts where there are volunteer literacy programs.

VIRGINIA

Overview

Virginia has had a steady increase in its language minority population, which is now close to 18,000 LEP students. The largest number of LEP students remain concentrated in northern Virginia. Language minority populations are highly varied in countries of origin

and educational backgrounds, but the majority are of Hispanic and South East Asian extraction. More school districts in Virginia are reporting LEP students for the first time, repeating the demographic pattern seen in the rest of the region. Many of the schools with new LEP populations are concerned with the lack trained staff and are under pressure to serve the LEP population with little or no additional funding. Many schools are also showing an increased interest in developing or expanding staff capabilities in terms of cultural awareness and ESL teaching methods. In northern Virginia some schools are developing immersion or partial immersion bilingual programs.

The state has been involved in a major reform effort, developing curricular changes. There is also a statewide "Virginia Literacy Passport Test" exam, which has an impact on LEP populations who are required to pass the exam after a three year grace period. Failure penalizes students, who lose their matriculated status after the ninth grade and, while they may continue to study as non-matriculated students, they are excluded from all non-academic school activities.

The SEA has taken leadership in staff development by undertaking an annual statewide Institute for administrators and teachers and by sponsoring new professional development courses via satellite. These courses have been widely welcomed throughout the state as evidenced by their high enrollment, thereby increasing the pool of qualified teachers for language minority populations in rural areas of the state.

Demographics

The current population of LEP students in Virginia is approximately 18,000, an increase of more than 1500 over the prior year in 89 school districts. Growth has exceeded 40% in three years with the largest numbers of LEP students, approximately three quarters, in the Northern Virginia region. In these areas school districts have well developed programs. Other large centers are in the Richmond area and in the Tidewater region of the state.

LEP populations are diverse, with over 95 languages represented, the largest being Spanish-speaking, 47.6%, and Vietnamese 11.8%.

Educational Conditions

The increase in population as well as an influx of LEP students with intermittent schooling and concomitent literacy needs creates a greater demand for programs to serve them. The northern Virginia area, due to its proximity to Washington, D.C., has more trained personnel and resources available and is increasing its efforts to meet student needs. This is not true for the rest of the state, much of which is rural and where trained staff are difficult to find.

A need for teacher training outside the area served by George Mason University has prompted the SEA to develop courses of teacher preparation and training via satellite.

Migrant Education programs are highly efficient in serving Virginia's rural LEP populations, especially in Winchester, VA, where the MRC has collaborated with the SEA to deliver training services to the teachers in that county.

The new, legislatively mandated, statewide proficiency exams are adversely affecting LEP students. Many LEP students are postponing taking the exams. Often they take the exams but are unable to pass. General data on the impact of the proficiency tests on LEP students is not yet available; however, educators are greatly concerned.

Programs To Serve LEP Students

Virginia operated a total of seven Title VII projects in this current year. Four of the projects are instructinal programs. While most of the grants are located in Northern Virginia, the state has one of the two Developmental Bilingual Projects in the region.

WEST VIRGINIA

Overview

West Virginia has a small but growing limited English proficient student population scattered throughout the mostly rural State. This makes the provision of services difficult, with most LEP students being served by a reading specialist, speech therapist, resource teacher or other teacher who may have had some course work related to ESL methodology, some in-service training, or no special training.

Demographics

The most recent figures available, spring 1990, indicate that the total school enrollment is 336,342 with 296 limited English proficient students (less than .08% of the total). The LEP students are rather evenly distributed between the secondary and elementary grades. The largest language group represented in the State is Spanish at 39 (14%), followed closely by Chinese (Cantonese and Mandarin) at 30 (11%), Arabic at 28 (10%), Asian subcontinent (Hindi, Urdu, etc.) at 26 (10%), and Japanese at 25 (9%).

Kanawha County and the eastern panhandle of the State currently have the largest concentrations of LEP students, with Harrison County and other districts anticipating the arrival of many students along with federal government offices (e.g., the FBI fingerprint center) and private corporations.

Educational Conditions

West Virginia University currently offers teacher training courses that address English language instruction but the focus is on adult ESL methodology. The West Virginia SEA no longer has a Title VII grant and is not currently collecting data on limited English proficient students statewide.

MRC services in West Virginia have included extensive planning and consultations with Monongalia County Public Schools. These consultations, in collaboration with the EAC-East, have led to the district conducting its first ever home language survey and an MRC sponsored institute for teachers with LEP students. The institute took place over four days in August with a fifth day scheduled for mid-November. Participants in the institute will receive three graduate credits from West Virginia University. Monongalia County is the district designated by the SEA to receive a higher level of services.

Programs to Serve LEP Students

During 1992-1993, there were no Title VII grants in West Virginia. Only two LEAs provide minimal services to LEP students in the state. Kanawha County, which includes Charleston, has two itinerant ESL teachers that serve students in schools scattered throughout the county. Monongalia County, in the eastern panhandle, is just beginning, with MRC assistance, to train mainstream teachers to work with LEP students. The SEA continues to act as a central point of contact in the state and provides the LEAs and individual teachers with resources from a lending library upon request.

1.2 SUMMARY DESCRIPTION OF MRC SERVICES AND ACTIVITIES

The COMSIS MRC has strived to provide its clients with as much customized service as possible. The diversity of the Service Area is reflected in the variety and flexibility of MRC services. Services vary in type and content, and are flexible in design, delivery and types of

participants. This variety demonstrates the responsiveness of the MRC in meeting the training needs of its clients. Highlighted in this summary are the following tasks: Outreach and Coordination, Training and Technical Assistance, Gathering Information and Staff Development. A computer generated Summary Report of Training and Technical Assistance, 1992-1993 is attached as **Appendix A** of this report.

1.2.1 Outreach and Coordination

Outreach and Coordination Activities are divided into four subtasks: the Annual Regional Coordinating Meeting with the SEAs, the Annual Regional Conference, Services to Educational Administrators and Other Outreach and Coordination Activities.

Since eight of the nine SEA coordinators could not commit to attending the Coordinating Meeting scheduled for November 4 and 5, the MRC director and staff met with each of the SEAs individually to discuss the needs in their states, coordination of services and the Letters of Agreement.

The Regional Workshop took place on November 5 and 6 at the Wyndham Bristol Hotel in Washington, DC. About 70 participants attended. The first day focused on developmental bilingual education programs followed by a discussion of the various programs for LEP students that have been implemented in Service Area 3. Dr. Myriam Met was the keynote speaker and spoke on "Dual Language Programs: What Works". The

second day consisted of individual needs assessment sessions with Title VII grantee representatives and information on services provided by the EAC-E and NCBE. The program for the two day conference is attached in **Appendix B**.

In FY 1993, the MRC provided seven instances of assistance to educational administrators. These activities were conducted in the states of Ohio, Pennsylvania, and Virginia. A total of 18 participants were served under this task.

Other major outreach and coordination efforts numbered 13. These activities were conducted for 279 clients affiliated with 14 agencies in the states of Maryland, West Virginia and the District of Columbia and with sister agencies in other states. These activities help assure that potential clients are made aware of MRC services.

Also included under this task is the maintenance, updating and modifications of the Technical Assistance Network (TAN). The MRC continued modifying the operations and design of this electronic bulletin board to make it both easier to access and more user friendly.

1.2.2 Training and Technical Assistance

The training and technical assistance provided by the MRC can be viewed in three dimensions: content areas, types of services, and types of participants served. Each dimension will be summarized below.

1.2.2.1 Content Areas of Training and Technical Assistance

Training

The content area classifications of training and technical assistance used by the MRC include classroom and administrative concerns. **Table III**[1] shows the eight content classifications and the number of Quick Action services by state. Of the 120 training and technical assistance services, one third were focused on methods of instruction (35) as teachers were the largest group of participants (see **Figure 4**). The "other" category reflects the tailoring of MRC services to meet the needs of our individual clients.

Quick Actions

Quick Action services numbered 1329 This distribution of these services parallels that of the training and technical assistance. Quick Action (207) and training and technical assistance services were also performed in "other" states. This other category includes

[1]All Tables III - VI and Figures 4 and 5 include activities performed under Tasks 3.3, 3.4, 5.1, 5.2 and 5.3. Data for each individual task is included in **Appendix A**.

presentations at national conferences such as the OBEMLA Institute/NABE Conference in Texas. Also included in this category are services performed for OBEMLA, our sister agencies (e.g., other MRCs, EACs, NCBE, Desegregation Assistance Centers) and various consortia and certain multistate associations (e.g., the Metro Network, WATESOL, AASA).

1.2.2.2 Types of Services

Tables IV and **V** describe various aspects of MRC training and technical assistance activities. The upper section of Table IV shows that almost two thirds of the MRC services were initial services with the remainder following up previously delivered services. An initial service could include an activity with a client never before served as well as an activity on a new or different topic with a previously served client. The lower section of Table IV shows that the vast majority of MRC services (72) were conducted for single school districts. Approximately one fourth (28) of the training and technical assistance services took place at regional or multidistrict events such as state and local conferences. This allows the MRC to reach both Title VII and non-Title VII audiences in a cost effective way. Nineteen services were for national events such as the OBEMLA Institute/NABE Conference. Services at these national forums allow the MRC to reach out to a wider audience.

Table V shows the mode of service provided by the MRC for three consecutive years. This multiyear summary provides a context within which the data can be interpreted. In 1993, the total of 1458 services indicates an increase of 25% over the previous year. The data seem to indicate a growth and commitment in capacity building as well as more effective service delivery.

Quick actions

While the number of training and technical assistance services shows only slight increases, there was a considerable increase in the numbers of Quick Action and Coordination services. Quick Action services were up 22%, to over 1300 in 1992-1993. Coordination of activities also show a marked increase over the previous year. Coordination activities, including working with administrators and agencies in the Title VII network as well as professional organizations, also show increases.

TABLE III

Content Area of Technical Assistance and Training and Quick Action Services by State

1992 - 1993[1]

SERVICE AREA 3	Curriculum/ Instructional Materials	Methods of Instruction	Parent Involvement	Program Administration	Program Design	Theory/ Research to Practice	Planning	Other	SUB-TOTAL	Quick Action Services	TOTAL
DE								**1**	**1**	**35**	**36**
DC		7	2	1	2	1	2	7	22	259	281
KY		**1**	**1**			**1**	**1**	**3**	**7**	**52**	**59**
MD	3	7				1	2	4	17	193	210
NJ	**4**	**3**		**1**		**1**	**2**		**11**	**84**	**95**
OH	2	7	3		1	1	2	1	17	186	203
PA	**2**	**7**	**3**			**1**		**3**	**16**	**111**	**127**
VA	1	1	1		1	2		2	8	160	168
WV		**1**			**1**		**1**		**3**	**42**	**45**
OTHER[2]	1	3			3	3	1	7	18	207	225
TOTAL	**13**	**37**	**10**	**2**	**8**	**11**	**11**	**28**	**120**	**1329**	**1446**

[1] Data from 10/01/92 to 09/09/93 only.

[2] Includes services at national and regional conferences, for OBEMLA, sister agencies and associations (e.g., the OBEMLA Management Institute workshops, Metro Network meetings, and activities with DACs).

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TABLE IV

Technical Assistance and Training
by Initial - Follow-up Activity / Type of Activity

1992 - 1993[1]

INITIAL - FOLLOW-UP	TOTALS
Initial Activity	78
Follow-up Activity	**42**

TYPE OF ACTIVITY	TOTALS
National Activities	20
Regional Activities	**9**
Multidistrict Activities	19
Single District Activities	**72**

[1]Data from 10/01/92 to 09/09/93 only.

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TABLE V

Mode of Service

	1992 - 1993	1991 - 1992	1990 - 1991
Coordination -	**20**	**9**	**3**
Assistance to Administrators	7	N\A	N\A
Other Outreach and Coordination	13	9	3
Quick Action -	**1329**	**10..**	**560**
Technical Assistance -	**27**	**26**	**24**
Consultation	11	15	14
Planning	12	8	10
Other	4	1	
Training -	**82**	**79**	**62**
Core Workshop	46	49	43
Speech	1	4	8
Topic Sequential Workshop	13	18	6
Exchange	1	1	
Other	21	9	5
TOTAL	**1458**	**1152**	**652**

[1]Data from 10/01/92 to 09/09/93 only.

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1.2.2.3 Participants in MRC Services

Participants at MRC activities are asked to identify themselves in various ways on the Workshop Feedback forms and on sign-in sheets. In some instances, when the MRC service feedback forms and sign-in sheets were not used, the information was approximated by the service provider. **Table VI** shows the number, category and affiliation of participants at MRC activities by state.

The first category indicates whether or not the participant is a recipient of Title VII funding. As indicated by **Table VI,** there was a marked increase in the number of non-Title VII participants. In addition, almost half (1273) of the participants were teachers, and one fourth (693) were project directors or other administrators. **Figure 4** shows the dramatic change from 1991-1992 when 72% of the participants were teachers and only 15% were project directors or other administrators. The MRC has responded successfully to the need to include administrators in MRC activities. Parents also participated in MRC activities. Their number increased to 346 or 13%.

The next category is the affiliation of participants. As expected, over 75% or 2061 of the participants were affiliated with an LEA. The next largest group, "others", includes 342 participants. This group includes OBEMLA personnel, staff from sister agencies, non-public school staff and staff of various associations and organizations. **Figure 5** indicates the relative proportion of each group.

TABLE VI

Technical Assistance and Training Participants by Number and Type of Participants and by State

1992 - 1993[1]

SERVICE AREA 3	Funding			Type of Participants								Level of Participants				
	Title VII	Non Title VII	Unavail-able	Teachers	Aides	Students	Parents	Project Directors	Other Administrators	Others	Unavail-able	LEA	SEA	IHE	Others	Unavail-able
DE	**1**	**2**		**1**				**1**	**1**				**1**	**2**		
DC	69	348		97	15	11	193	13	31	57		320	2	26	69	
KY	**55**	**33**		**35**	**8**		**20**	**6**	**19**			**81**	**4**		**3**	
MD	146	208		285	6			15	23	25		320	3	5	26	
NJ	**12**	**324**		**235**		**1**		**23**	**69**	**8**		**184**	**5**	**3**	**19**	**125**
OH	189	203	30	273	14	2	61	13	28	24	7	327	5	4	14	72
PA	**87**	**181**	**101**	**210**	**61**	**15**	2	**9**	**50**	**22**		**320**	**1**	**17**	**31**	
VA	28	180		43	2	40		3	63	57		67	4	26	111	
WV		**15**		**5**					**10**			**13**	**2**			
OTHER[2]	326	204		89	18	15	70	167	149	22		429	5	27	69	
TOTAL	913	1698	131	1273	124	84	346	250	443	215	7	2061	32	110	342	197
COMBINED TOTALS	2742			2742								2742				

[1]Data from 10/01/92 to 09/09/93 only.

[2]Includes services at national and regional conferences, for OBEMLA, sister agencies and associations (e.g., the OBEMLA Managerment Institute workshops, Metro Network meetings, and activities with DACs).

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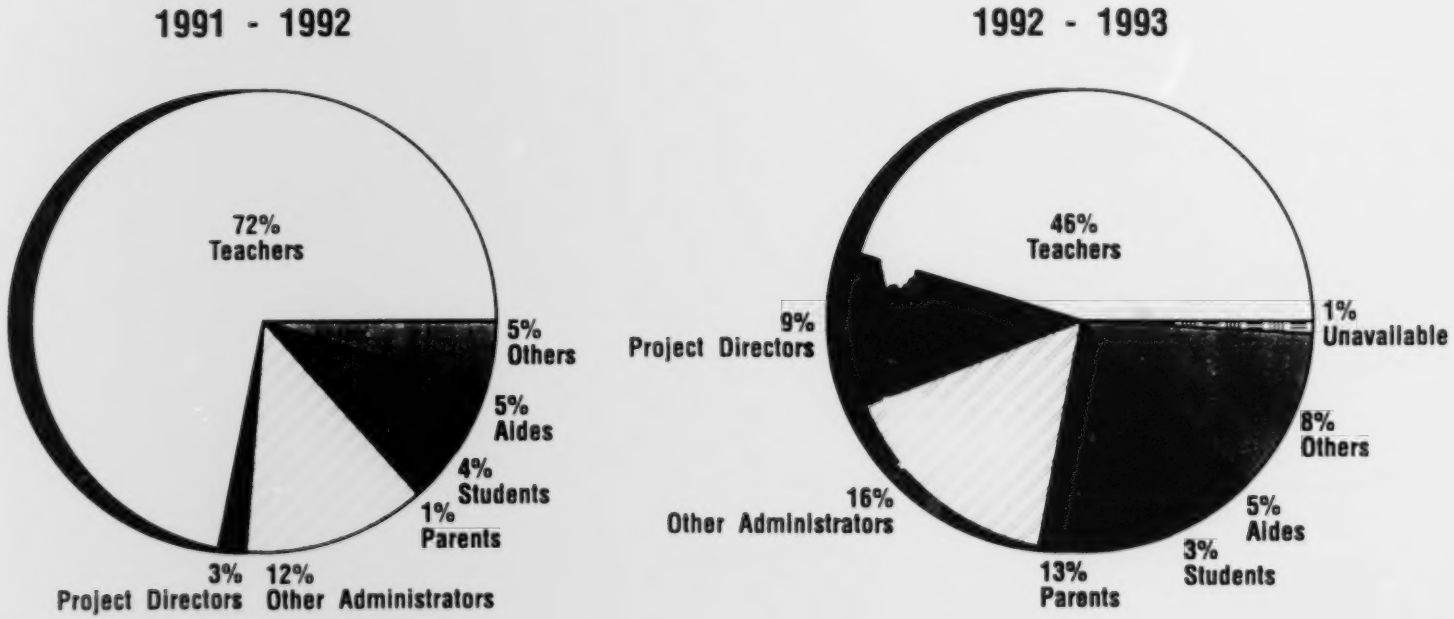
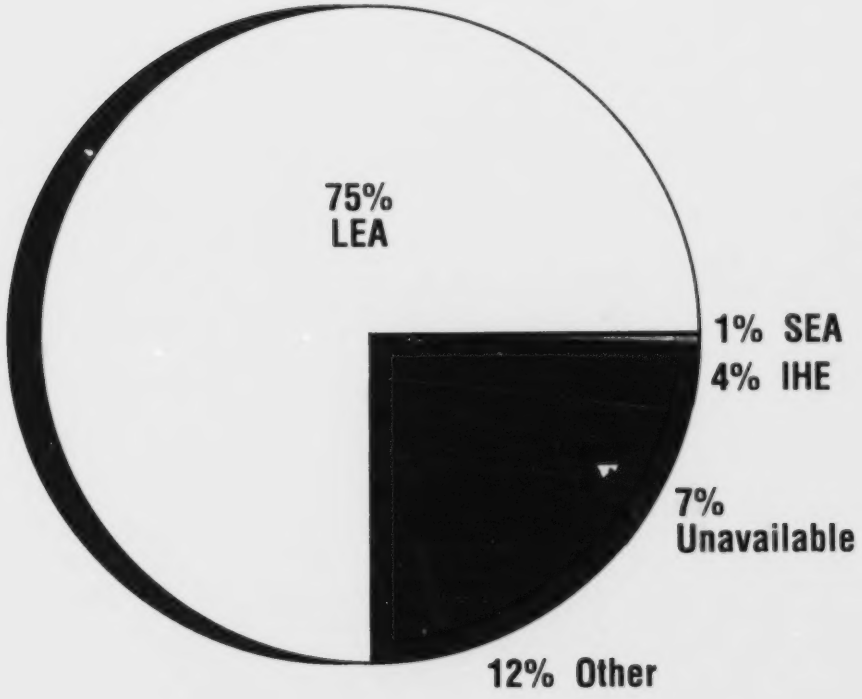
Figure 4
Percent and Type of Participants in Training and Technical Assistance
1991 - 1992 and 1992 - 1993[1]



[1]Data from 10/01/92 to 09/09/93 only

Figure 5
Affiliation of Participants 1992 - 1993[1]



[1]Data from 10/01/92 to 09/09/93 only.

COMSIS, Mid-Atlantic Multifunctional Resource Center

1.2.3 Gathering Information

For the task of Gathering Information on Developmental Bilingual Education Programs the COMSIS MRC developed a Resource Guide. This was accomplished in several stages:

MRC-3 staff conducted an exhaustive search of computerized databases to locate a large number of references on developmental bilingual education. Over 200 references were gathered from databases such as NCBE, ERIC, DIALOG and from printed bibliographies.

These references were then entered into the Pro-Cite bibliographic software so that they could be alphabetized, evaluated for relevance, and classified into four broad areas: program organization, staff development and training, program evaluation, and curriculum and academic achievement.

As the next step, copies of selected documents were acquired for review. A total of 98 references were annotated for inclusion in the Resource Guide.

The Guide is organized in three parts. Section I includes an annotated bibliography of articles, books, research reports and videos. Section II consists of selected articles on bilingual developmental programs. Section III contains selected models of developmental bilingual programs in the United States.

The Guide is intended to be a selective rather than an exhaustive bibliography. It includes references published since 1980 and will be updated as new information is made available. The guide was reproduced, bound and distributed to all MRCs, both EACs and NCBE at the MRC Directors' meeting in July.

1.2.4 Staff Development

Two staff development activities are highlighted below. In February 1992, MRC staff participated as presenters and attendees at the annual OBEMLA Management Institute and the NABE Conference in Houston, Texas. Conference participation allows MRC staff members to renew their skills, and to learn new ones from their colleagues and from experts in the field of Bilingual Education, English as a Second Language and related fields. The information and presentation skills observed are often put into use in training and technical assistance to MRC clients.

The COMSIS MRC, in collaboration with the New York MRC, spent a considerable amount of time and effort in planning the MRC Staff Development Institute held in Washington, DC July 8 - 10. All 15 MRCs, both EACs and NCBE were contacted to obtain input into the content of the Institute. Speakers from MRCs and the Department of Education were invited to speak on several topics centered around the theme of reaching out to mainstream educators.

All trainers on the MRC staff took part in the Staff Development Institute. The agenda included six panels of MRC trainers, a panel of Department of Education speakers, and brief addresses by the Acting Director and Acting Deputy Director of OBEMLA and other OBEMLA personnel. The institute was well attended by trainers in the Title VII Network and by OBEMLA staffers as well.

1.3 MRC RESOURCES

MRC resources consist of MRC staff, external and COMSIS consultants, Washington DC area professional organizations, libraries and databases, as well as high tech hardware and software available at the Silver Spring location of the COMSIS Corporation.

1.3.1 MRC Staff

The MRC core staff represent the broad spectrum of skills needed for training in the Service Area. All MRC professional staff members have extensive experience in training adults, as well as knowledge of and experience in the ESL/Bilingual Education field. In addition to providing training in Multicultural Education, Linguistics, ESL Methodologies, Bilingual Philosophy and Instructional Strategies, the MRC staff have also developed and presented training in Multicultural Education, Cooperative Learning, Whole Language, and ESL in the Content Areas. In their training, MRC staff members draw on their knowledge of cultures in Asia, the Americas, Europe, and Eastern Europe, and on their abilities to

speak English, French, Japanese, German, Portuguese, Spanish, Vietnamese, Hindi, Mikasuki, and Yiddish. To augment the linguistic and content knowledge of the core staff, the MRC can call on a number of consultants, who are well-known as teachers and researchers in their fields and in the region.

The MRC Core Staff consists of seven positions: Project Director, Deputy Director, Training Coordinator, three Training Specialists, and a Research Assistant. Except for the Director, each core staff member has been assigned to be the "contact" person for one or more states in Region 3. Each state contact communicates regularly with the LEAs and SEAs, so that both the MRC and the clients can remain aware of the developments within the states, client needs, and so that services to clients can be adapted to changing situations.
The following describes current MRC staff members:

* **Tran Huong Mai**, Director, has been director of COMSIS MRC-3 for the past four years, where she supervised the design and implementation of all training and technical assistance in the nine state area. She brings fifteen years of direct experience in the education of limited English proficient students to this position. She has eight years of classroom experience at the elementary and secondary levels in bilingual education (Vietnamese-English) and English as a second language (multilingual) instructional programs. In addition to her classroom experience, Dr. Tran has seven years of experience in the organization and implementation of professional development workshops for teachers. This experience has

covered a wide range of teachers, both those who are specialists in LEP instruction and those who are not but who have LEP students in their classrooms. She received her M.S. in Linguistics from Georgetown University and her Ph.D., also in Linguistics, from the Australian National University in Canberra, Australia. Dr. Tran speaks English, Vietnamese, French, Spanish and German.

* **Sherry R. Migdail**, Deputy Director, has been project director for a teacher training program designed to develop bilingual assessment specialists at George Washington University, and a lecturer at American and George Mason Universities. As an adjunct professor for the Virginia Polytechnic Institute, Dr. Migdail has taught in Chile and in Venezuela. She has been a founding member of the Bilingual Assessment Team at the Montgomery County Public Schools and designed a staff development course for ESL teachers, teacher specialists and mainstream teachers of multilingual/multicultural students. Dr. Migdail serves as a consultant to ministries and international schools in Latin America. She received her Ed.D. in educational psychology and special education from American University. She is fluent in English and Spanish and competent in Portuguese. Dr. Migdail has published papers and training articles in both Spanish and in English and continues to serve as consultant to universities and ministries of education and to international schools in Latin America.

* **Miriam Isaacs**, Training Specialist. Dr. Isaacs' substantial background in applied linguistics provides her with a firm understanding of the universals of language. Her research has been in many areas of language acquisition and serves as the theoretical basis for teaching second language acquisition, production and comprehension. She continues to teach a range of courses in literature, linguistics and language acquisition to graduate and undergraduate students at the American University and the University of Maryland, both in this MRC area. During her association with MRC - 3, Dr. I.. cs has been presenting workshops in content based ESL, whole language strategies, literacy development and process writing.

Dr. Isaacs' research and practice has been strengthened by three years as resident academic coordinator of a study-abroad program sponsored by Rockland Community College, New York, in Jerusalem, Israel. She was responsible for reorganizing and augmenting the curriculum, training and supervising a staff of twenty adjunct faculty, and developing and implementing ESL and writing skills workshops. In addition to her teaching, her experience includes educational administrative positions with the City and State Universities of New York and curricular planning for the New York State Education Department. Dr. Isaacs holds a doctorate in linguistics from Cornell University. She is fluent in English, French, Yiddish and German and is familiar with Eastern European cultures.

* **Maybelle D. Marckwardt**, Training Specialist, has many years of valuable experience in development of ESOL curriculum with a multicultural emphasis for the Montgomery County Public Schools, Rockville, Maryland. She has been responsible for curriculum development and implementation over a period which saw the numbers of LEP students burgeon from a small handful to a full complement of more than 6,000 students. She has also shared responsibility for developing and implementing entry and exit level tests for ESOL services. Ms. Marck vardt planned, organized and conducted training sessions for mainstream teachers of LEP students and for ESOL teachers, volunteers and tutors.

Her teaching credentials include students from kindergarten level to graduate students. She has conducted graduate level research. Her experience includes responsibility for coordinating selection of textbooks and instructional materials for an ESOL program for 6,000 students.

* **Maria Derrick-Mescua**, Training Specialist, . varied experience in English as a Second Language, applied linguistics and bilingual education. Dr. Derrick-Mescua has taught ESL reading and writing to adults; writing to multicultural classes of native English speakers together with speakers of Arabic, Bahasa Malasia, Spanish, Vietnamese, and Chinese; theory of bilingual education; and the linguistic analysis of languages such as Mikasuki (Seminole) and Hmong (Southeast Asia). She worked as international project coordinator and editor for a consulting firm administering Agency for International Development projects in

Central America and Egypt, and administered the Seminole Bilingual Project on Big Cypress Reservation in south Florida. She is fluent in English and Spanish, has studied Hindi and Hmong, and has analyzed the linguistic structure of Mikasuki (Seminole).

At the MRC-3, Dr. Derrick-Mescua has presented workshops in ESL writing and reading, intercultural communication, and the importance of the affective domain in language learning. She has also been editor and system operator for the MRC electronic bulletine board, the Technical Assistance Network.

* **Jeffrey H. Schwartz**, Training Specialist, has over fifteen years of ESL/EFL classroom, teacher training and program consultation experience. Mr. Schwartz is trained in Instructional Systems design with an emphasis in Bilingual/Bicultural/ESL education. He has been a research assistant to the Evaluation Assistance Center-EAST and he provided training in program evaluation and student assessment. He has been an ESOL teacher with special emphasis in reading and in oral language development. Mr. Schwartz has also designed and taught beginning Japanese to adults at the Community College level.

Prior to coming to the MRC, he was a Research Assistant at the Evaluation Assistance Center (EAC) East, Georgetown University for three years. Mr. Schwartz, a doctoral candidate in Educational Administration and Policy Analysis, has a Master's Degree in

Instructional Systems Design with an emphasis in Bilingual/Bicultural/ ESL Education and a Bachelor's in Special Education and Elementary Education. He speaks Japanese and is familiar with the cultures and languages of Greece and Micronesia.

* **Hung M. Nguyen**, Research Assistant, has many years of experience in working with LEP students. As a bilingual instructional assistant in the Montgomery County Public School system, Mr. Nguyen has been involved with the BICEP and Maryland Tomorrow program for high risk students. Mr. Nguyen worked as a foreign language instructor for the Department of Defense for nine years and has been a radio monitor and translator for the Foreign Broadcasting Information Service. Mr. Nguyen has also worked as a translator/interpreter for the District of Columbia District Courts and the Montgomery Red Cross. Mr. Nguyen speaks English, Vietnamese and French.

1.3.2 Consultants

The Core Staff is also augmented by External Consultants and COMSIS Internal Consultants, who are full-time COMSIS employees. External consultants deliver specific training and technical assistance, which enhances the ability of the MRC to respond to client needs efficiently and quickly, while Internal Consultants contribute to the technology needs of the center and to its clients by assisting with the Technical Assistance Network (TAN) and the automation of reporting requirements.

1.3.3 Other Resources

The MRC can call on a variety of resources in carrying out contract requirements. These resources include extensive in-house computer facilities, an electronic bulletin board covering the nine-state region, and access to the national associations, universities, and service providers in the Washington metropolitan area, such as the National Clearinghouse of Bilingual Education and the Center for Applied Linguistics.

COMSIS maintains specialized information-retrieval and clearinghouse facilities, and has experience in managing national technical clearinghouses. The company also maintains in-house graphics and production facilities, and a staff of experienced graphics designers. Each MRC staffer has a microcomputer, which is linked through a local area network within the office, facilitating the exchange of information among MRC staff. Through an internal electronic (E-mail) system, the MRC staff can communicate with any COMSIS staff member. From the COMSIS facility, MRC staff can access regional and national databases and bulletin boards, such as ACCESS Access, the Ed Board of the U.S. Department of Education, and the Computer Information Systems (CIS) of the NCBE.

The TAN, the Technical Assistance Network, is the electronic bulletin board set up and maintained by the MRC. It is available to LEAs, SEAs, IHEs and others concerned with the education of LEP students in Service Area 3. Through the TAN, users can access information on bilingual program design and developmental bilingual education, reviews of

articles from current journals, and calendars of MRC, OBEMLA and Region 3 events. Teachers and others can exchange teaching ideas and lesson plans, and communicate with each other by electronic mail. Users are encouraged to upload information to the TAN, and to download material to their own computers for dissemination among their colleagues. MRC staff can use the TAN to communicate quickly with clients in the field.

The MRC's location in the Washington Metropolitan Area allows the MRC staff to collaborate closely with the professional organizations, universities, and the service providers in the region. Proximity allows personal contact, as well as exchanges of information and materials, thus improving the services to clients. This concentration of educational resources also enriches the pool of consultants who are available to complement the expertise of the MRC staff in institutes and workshops.

CHAPTER 2

OUTCOMES AND ACCOMPLISHMENTS

2.1 OUTCOMES OBTAINED FROM MRC ACTIVITIES, ACCOMPLISHMENTS AND INNOVATIONS

The COMSIS MRC has had substantial success in its training and technical assistance activities during the past year. Outcomes, accomplishments, and innovations resulting from MRC activities are reviewed in three broad categories: increased services to top level administrators and mainstream educators, more focussed training activities to SEAs and LEAs, and a significant increase in collaborative activities involving the SEAs, IHEs and Title VII network agencies, and non-Title VII network groups.

2.1.1 Increased Services to Top Level Administrators

2.1.1.1 Superintendents

The COMSIS MRC, while maintaining a close watch on its contractual obligations, has substantially expanded its work with top level administrators, such as superintendents, Title VII and non-Title VII program directors, and school principals. Fully 25 percent (687) of the clients served were administrators. (See Figure 4).

Efforts to reach out to superintendents and have them participate in MRC activities were initiated in 1992. Realizing that the support of top school administrators at the very top is critical to the success of staff development and curriculum implementation efforts, the MRC, with the help of SEAs, selected a representative group of superintendents and invited them to come to Washington for a full day meeting. On March 26, 1992, a group of twelve superintendents and SEA representatives met in Washington to discuss the possibility of forming a consortium of Superintendents in the Mid-Atlantic Region to focus on the issues surrounding language minority students. All superintendents present at the meeting expressed a strong interest in forming and joining such an organization. The first task force of the Mid-Atlantic Superintendents' Leadership Council was initiated as a result of that meeting.

The 1992 meeting provided the impetus for the planning meetings that followed. A nucleus task force composed of six Superintendents formed from the initial meeting planned and organized the next meetings with support from the MRC. Follow-up meetings and regular communication between task force members and the MRC Director have led to the first Superintendents' Institute, which will be held September 22 - 24, 1993 in Hot Springs, West Virginia. A total of 20 superintendents from the service area have agreed to attend, along

with superintendents and guests from other regions of the country. The agenda, formulated by the Task Force and implemented by the MRC, will hopefully ensure the enhancement of administrative support for all services to LEP students. The program for the institute appears in **Appendix C.**

2.1.1.2 Increased Services to Mainstream Educators

The LEP population is currently being affected by two major trends, the first demographic, and the second educational policy. The LEP population in Service Area 3 has continued the trend of moving from the major urban areas to the suburban and rural areas. The percent of LEAs reporting LEP students enrolled in their schools has increased in almost every state. The largest increases were in Delaware (68% to 95%) and New Jersey (38% to 65%), almost a 30% increase in each state (see Figure 3). The educational shift to maximum inclusion has impacted LEP students as well as those in special education and other "special" programs. Students are being "mainstreamed" as much as possible and as soon as possible. The effects of these two trends has been that more mainstream teachers are being asked to provide educational services to LEP students. In an effort to provide these teachers with the background and skills they need to be effective in the classroom, the MRC has made efforts to deliver services focused on mainstream educators and to include them in as much of our training as possible.

The participant data indicate that the numbers of participants in MRC services, both "teachers" and "others," include a considerable number of mainstream educators. Many mainstream educators were included in the work with administrators described above and the institutes described below. The West Virginia Institute and Maryland Institute specifically targeted mainstream educators. Other examples of how the MRC is reaching out to the mainstream are found in the inclusion of mainstream teachers in services to Title VII clients and through services to Designated Programs. Selected descriptions follow. See **Table V.**

In Pennsylvania, the Designated Program is Westmoreland Intermediate Unit (WIU). WIU is a consortium of school districts in Westmoreland County that was formed to provide special services and cost effective purchasing of materials. Several businesses in Westmoreland County have recently been purchased by foreign companies (mainly Japanese), which have been bringing in managers and their families from other countries. This has created the presence in the county, for the first time, of a number of limited English proficient students. None of the several districts contained within the county had had any programs established or staff trained to meet the needs of these students. Working with a curriculum coordinator at WIU, the MRC provided technical assistance that enabled them to set up an ESL program, adopt an ESL curriculum and obtain curricular materials.

The MRC was also able to provide a one and a half day in-service for the current and potential ESL teachers in the county, most of whom are not specifically trained to work with LEP students. WIU is now able to provide the various districts in Westmoreland County with a growing program that addresses the needs of the LEP students.

Monongalia County Public Schools is the Designated District in West Virginia. The MRC has been working with Monongalia County, which has a few hundred LEP students for several years. This year, for the first time, the county conducted a home language survey to get an accurate picture of the numbers and needs of the language minority students. The MRC, in coordination with the EAC-East, provided assistance in how to administer, manage and interpret the home language survey. In August, an institute was held for mainstream elementary and high school teachers who have LEP students in their classrooms. The Superintendent of Monongalia County Public Schools has become a member of our Mid-Atlantic Superintendents' Leadership Council. As we continue to work with the district in building its capacity, we hope that it will lead to the development of an articulated program for LEP students.

The Gallaudet University Pre-College Program is the Designated Program in the District of Columbia. The Pre-College Program consists of Kendall Deaf Elementary School (KDES) and the Model Secondary School for the Deaf (MSSD). Working with the DC

SEA, the Pre-College programs became the Designated Program. This is the first contact the MRC has had with programs for Special Populations outside of the Title VII network and at the IHE level.

2.1.2 Increased Focus in MRC Training Activities: Institutes

In order to be most effective in meeting the needs of our clients, the MRC has found it necessary to tailor our services to specific regions or agencies. MRC focused services are concentrated not only on targeted clients but also on specific needs as well as on specific topic of instruction. Examples of the types of focused services provided are described below.

Institutes are extended training sessions, usually lasting for one to five days, and focusing on a specific topic or area. They are also one of the best examples of coordinated efforts of the MRC. This year, the MRC sponsored or cosponsored institutes in four states: Delaware, Maryland, Ohio and West Virginia. Each of these institutes was planned and conducted in collaboration with the SEAs, LEAs, and local universities. Themes and topics for the institutes varied from "CALLA" to Social Studies, to an introduction to ESL/Bilingual issues and Instructional Strategies. In order to ensure greater participation from other agencies in the Title VII network, the EAC-East and NCBE also took part in the planning and presentations at various institutes.

MRC-coordinated institutes meet a need for teacher certification or continuing education in ESL and/or bilingual education. A significant number of administrators and other professionals currently working with limited English proficient students participated in these institutes either to become certified, recertified or accredited.

Institutes also accomplished another goal of the MRC and the Department of Education in general: assisting and ensuring capacity building at the state and local level. ESL/Bilingual Institutes held in the MRC area are briefly described below:

Delaware

Success in this area is perhaps best demonstrated by the Delaware SEA Annual Summer Institute. The Delaware-sponsored institute requires a minimum of MRC time and resources. This year, the institute in Delaware was almost entirely planned and implemented by the State Department of Education. MRC staff spent time with the Delaware SEA to assist her with this activity and attended the institute.

Maryland

The first Maryland ESL Institute for Social Studies teachers was held June 28 -July 2, 1993, in Grasonville, Maryland. Nineteen Social Studies teachers and one administrator attended all five days. The purpose of this workshop was to focus on accommodations to help LEP students function in the mainstream social studies classes. Experienced teachers who had

worked with LEP students elected to attend this institute to improve their teaching techniques and strategies. The participants felt that the institute was so beneficial that they requested a follow up activity for the coming year.

Ohio

The first annual Northern Ohio Institute was held in May in Cleveland, Ohio, in conjunction with the thirteenth Annual Bilingual/Multicultural conference. The institute focused on the Cognitive Academic Language Learning Approach (CALLA). Participants came from Title V11 and local school districts in Parma, Cleveland, Lorain, Sandusky, and Toledo. This Institute, the first to be held in northern Ohio, represents a major collaboration among the local LEAs, the SEA, Findlay University, and the MRC. The LEAs supported the effort through tuition support for participants, through logistical planning, and through a workshop on integrating language and content which was given in Parma as a precursor to the Institute. The SEA and the MRC collaborated closely in planning, and the University of Findlay provided graduate credit to participants who successfully completed the assigned project, a set of CALLA lesson plans. The intensive CALLA Institute was extremely well-received by the classroom teachers, administrators, instructional aide and the Ohio Board of Education personnel who attended.

West Virginia

Despite considerable preparations for the West Virginia Institute, two teachers and two administrators attended. The Institute was to have covered a number of topics, including Second Language Acquisition/Learning, the Impact of Culture and Affect on Language Learning, and Instructional Strategies and Methods. The Institute was conducted in a somewhat amended fashion; each of the topics was discussed and the materials for the workshop were reviewed by the MRC staff and the participants.

Kentucky

In addition to the institutes listed above, the MRC also worked closely with the state of Kentucky to implement an ESL/Bilingual institute planned for next year. The Kentucky Institute has been gaining momentum and support from various agencies within the Kentucky Department of Education. Migrant Education and Desegregation staff are now involved in the planning and implementation of the activity. The Institute, scheduled for November 1993, will be held in Cumberland Lakes State Park in Southern Kentucky. Its primary goal will be to promote awareness and sensitization in the districts that have had little experience with language minority students and help them with basic information on ESL and Bilingual Education.

2.1.3 Coordination and Collaboration

MRC coordination and collaboration efforts begin with the Title VII network and the SEAs, but also include other federally funded agencies, non-profit organizations, professional associations, consortia and others. The MRC actively reaches out to all agencies in the region that provide services in the region to try to assure that services provided are coordinated and cost effective.

Many of the activities described above are the fruits of collaborative work. The institutes were planned, and in some instances conducted, in collaboration with the SEAs, LEAs and EAC-East. The SEAs or LEAs coordinated efforts with local IHEs so that the institutes could be offered for credit in some instances. Any institute is a major undertaking made possible only through the coordinated efforts of all involved.

2.1.3.1 Superintendents' Leadership Council

In the initial stages, the activities of the Superintendents' Council were accomplished with the collaboration of the SEAs, Superintendents and a representative from the Association of School Administrators. Due to numerous commitments with the Association, Dr. Judy Nash could not continue with the group. It was therefore left to the MRC to carry on the task of providing the forum and logistical support for the creation of the Superintendents' Council and the development of the first Institute for Superintendents in the Mid-Atlantic States to be devoted to issues dealing with language minority students.

2.1.3.2 Title VII Network

During the current contract year, the MRC increased its effort to work jointly with the EAC-East and NCBE in MRC activities. EAC-East and the MRC have provided joint services to clients in the District of Columbia, West Virginia and other areas, often sharing expenses. When NCBE or the EAC are not able to attend, they have been able to provide the MRC with brochures and materials to give to clients so that clients will be aware of the services available. To facilitate coordination efforts with the EAC and NCBE, the MRC has designated a staff member, as it does with SEAs, to be the "contact person" for that group.

2.1.3.3 SEAS and Designated Non-Title VII Districts

New Jersey

In coordination with the New Jersey SEA, the MRC has been involved in statewide training efforts. The SEA was especially interested in having the MRC develop a workshop for administrators and selected teachers who were committed to learning more about program design so that they could develop programs to suit the needs of their districts. Two workshops were done by MRC staff at statewide conferences followed by a number of requests for technical assistance. Other workshops conducted at the request of the SEA included: a workshop on Title VII guidelines for principals, a multidistrict workshop in Northern New Jersey on "Content Based ESL Instruction", and two workshops on "Management of LEP Students in Mainstream Classrooms", one in the south and one in the north of the state. The workshops were all well received.

Virginia

In Virginia, the Charlottesville area Round Table consists of all levels of ESL professionals, preschool through adult, including IHEs, in the Charlottesville area. The MRC did a workshop for the Roundtable on why and how oral skills should be developed. This was a first contact with a consortium in the rural middle of the state to which we previously had had no access. We are now able to work and plan and plan with this group, which we hope will lead to more effective services for the LEP population in that region.

Delaware

The MRC met with Move Forward Together, a seven district consortium based at Georgetown Community College and Technical School, Georgetown, Delaware, to review their plans and discuss problems they had or might encounter. The plan is for Georgetown Community College and Technical School to provide initial testing and orientation for the LEP students entering one of the districts in the consortium. The college, which also provides classes for adults at no cost, hopes to assist the LEAs in providing for the needs of the whole family. The MRC provided the consortium with information and referrals to other agencies and opened the door for further collaboration with the consortium.

2.1.3.4 Metro Network (Metropolitan Washington DC Area Network)

Another area of MRC activities has been with program directors at the local school level. While the MRC has been working at the district level in all of the states in Service Area 3, our most successful endeavor has been with the District of Columbia metropolitan area Metro Network.

The Metro Network is an informal association of ESL and bilingual program coordinators which meets every two months during the school year. The purpose of the Network is to provide a forum for the coordinators to share information and ideas. At the request of project directors in the District of Columbia Metropolitan area, the COMSIS MRC has continued to facilitate the Network.

The success of the Metro Network in meeting its goals and its significance to the participants can be measured through attendance at meetings and growth in membership. Attendance at the Metro Network meetings for the 1992-93 school year averaged 20 per meeting. In addition to the LEA program directors and coordinators, representatives from SEAs, IHEs and non-public schools, regularly attend. The EAC-East and NCBE are both active members and, like the MRC, have found the Metro Network to be a convenient forum for learning about the region, conducting outreach activities, disseminating information and materials, and occasionally providing technical assistance.

The topics for each meeting are selected by the group as a whole and the specific agendas are established by the hosting agency with the assistance of the MRC. In the past year, Metro Network meetings have included information sharing on innovative staff development efforts, presentations by SEAs on certification requirements and by IHEs on teacher certification programs, outside speakers on writing programs, and a sharing of materials developed for use with low-literacy high school students. The role of the MRC has been to act as a central point of contact, announce and publicize the meetings, disseminate information before and after each meeting, to assist in the planning and coordinating of the meetings throughout the year, to provide logistical support to the network in regular meetings, to assist the host of each meeting in facilitating discussion, and to write and disseminate summaries of meeting activities. As it does with states, the MRC designates one staff member to act as the "Contact Person" for the Metro Network.

The MRC has begun to focus attention on a third group of administrators, principals. While superintendents set the tone for the district and program directors coordinate many curricular and staffing concerns, it is often the principal who can make or break the success of a program at the school level. In the larger decentralized school systems, it is essential that the MRC begin to facilitate the formation of a network of school principals dedicated to issues of LEP education. Initial outreach efforts have begun with selected principals in the District of Columbia and in Philadelphia, Pennsylvania. Follow-up activities will follow in the next contract year.

2.2 SUMMARY OF CLIENT RESPONSES TO TRAINING AND TECHNICAL ASSISTANCE ACTIVITIES

2.2.1 Summary of Workshop Evaluations

The MRC receives client feedback on its services through several formal and informal channels. Immediately following training sessions, participants are asked to complete a workshop evaluation form. Training and technical assistance are usually followed up via telephone, in writing or in person, during which the success and impact of the interventions are discussed. Toward the end of each fiscal year, the MRC sends a service evaluation to each SEA and to selected LEAs in Service Area 3 covering all services for the current fiscal year.

The MRC "Workshop Evaluation" form (see **Appendix D**) is the most frequently used formal evaluation of services. The Workshop Evaluation also asks the participants to rate the workshop for content, presentation and completion of objectives. It also includes two open-ended questions. The open-ended questions are designed to help the MRC plan for future presentations and realign services to the clients. The following comments from selected workshops provide an example of the types of feedback received:

> Gave a lot of good pointers
> Presentation helped me unterstand how students learn a second language.
> Ask this presenter to present on her special focus area for a longer time.(Findlay Institute, June 1993)

> Thanks again for your excellent workshop a few weeks ago. . . It's amazing to me how much you can pack into a few hours and keep everyone "engaged" and interested. In looking at the evaluations, it strikes me too that some of the teachers were not aware of the fact that they were learning group process by doing it. (Washington, DC, October 1992)
>
> Our teachers enjoyed the workshop very much. They appreciate examples of instructional methods and lesson plans adapted for LEP students. Your lesson in Japanese was a great opportunity for the teachers to experience and discuss problems that LEP students face in the American school. (Eastern Shore, MD, July 1993)
>
> Thank you so much for inviting me to the English as a Second Language workshop this weekend. The instructors both seemed eager to share information with us, and the way they presented the material was excellent. I know that I will be referring to this workshop again and again. If there is ever anything I can do to help you at sometime, please let me know. (Letter from a participant to the client, Westmoreland Intermediate Unit, PA May 1993)
>
> . . . I wish to thank you for your presentation . . . I hope the many participants who expressed to Sharon and myself how much they enjoyed the information . . . also shared with you personally. We were pleased with the number of people who 'braved the elements' to attend. As we had mentioned previously, there are a wide variety of experiences and interests represented in the group. Not an easy audience to work with, but you certainly handled it with ease. (Piedmont ESL Roundtable, March 1993)
>
> . . . The ideas, articles, and personal anecdotes that you shared with us were both informative and stimulating. By the end of the workshop I felt that in many ways our instruction was meeting the needs of the students. At the same time I felt that your ideas suggested additional ways that we could grow and provide even more for our students. (Howard County, MD, May 1993)

2.2.2 Analysis of Client Responses to MRC Services

In August of 1993, the MRC mailed an evaluation form to each of the nine SEAs and to 33 LEA project directors. Respondents were asked to 1) indicate the number of times the MRC had provided each respondent with a particular types of service (seven possible technical assistance activities and two types of training activities), 2) to rank the overall quality of each type of service on a continuum from 1 - 5; and, 3) to comment on trends, needs, and pertinent issues dealing with the impact of MRC service. LEAs and SEAs were

asked specific questions about impact of MRC services. Eight of the nine SEAs and 13 LEAs responded in time to be included in the analysis. A copy of the Service Feedback Form and the Impact of MRC Services form appears as **Appendix E**.

Table VII, LEA/SEA Services Feedback Summary, indicates that mean ratings for technical assistance services of all kinds were rated above 4.5 with "on-site" technical assistance rated at 4.9. Training sessions are also rated highly at 4.5 - 4.9. Based on this sample, clients were especially gratified by Materials received from MRC 4.9 - 5.0, telephone consultations with contact person, (4.9). Training ratings were for onsite training sessions, (4.7), and consultation services by other than MRC staff (4.6).

The TAN received the lowest frequency and was rated at 3.5. Comments about the TAN related to the lack of personnel to use the network and the lack of equipment. The analysis of the ratings indicates that the direction of the MRC, a philosophy which fosters the implementation of integrated sequential services, i.e., an institute planned on site with LEA and or SEA, is far more productive than isolated and infrequent interventions with little opportunity for feedback.

Responses to the question on the impact of services which were considered to be "most useful" are highlighted below:

> . . . participation of MRC staff in planning statewide training and on-site workshops. Services of the MRC significantly expanded the availability of training.
>
> Technical assistance in accessing resources. . . .
>
> Staff development workshop on second language acquisition [was of greatest use].
>
> Presentation on working with language minority students.
>
> Inservice staff training and phone and mail support.

Responses to the question on services which prompted instructional changes:

> On-site consultation for planning teacher training improved quality of instructional programs.
>
> On-site training and technical assistance have facilitated improvement in instructional strategies selected by teachers. . . .
>
> Mainstream teachers are more cognizant of the LEP students' limitations in reading and will modify their presentations.

TABLE VII
LEA/SEA SERVICE FEEDBACK SUMMARY

Type of Service	Number of Services				Number of Ratings					Number of Ratings	Average Rating
	1-3	4-6	7-9	10+	Outstanding 5	4	3	2	Unsatisfactory 1		
Technical Assistance Telephone consultations with your MRC state contact person	5	1	3	8	13	3				16	4.8
Telephone consultations with other MRC staff	5	2	3	3	10	3	1			14	4.6
On-line use of the Technical Assistance Network (TAN)	4		1		3	3	1			7	4.2
On-site consultation/technical assistance visit from MRC staff	10	3	1		12	2				14	4.9
Participation of MRC staff in planning meetings	8	2		1	7	3				10	4.7
Materials received from MRC including articles, books, (on loan) or guides	5	6	1		9	1				10	4.9
Referrals to other sources of information, service providers, or consultants	9	4		2	8	4		1		13	4.6
Training On-site workshop training session provided by MRC staff	9	3	2	1	11	3				14	4.8
Consultation (workshop) services (other than MRC staff) provided by MRC	5	2		1	6	4				10	4.6

n = 21

Teachers said they control use of vocabulary more carefully with LEP students.

Teachers are more aware of multicultural issues.

Increased use of process writing.

Increased sensitivity towards the process of second language acquisition. Development of curriculum and instructional approaches for content area teachers and ESL resource teachers.

The data lead to a number of conclusions: 1) MRC services, particularly training, are in demand by both SEAs and LEAs alike; 2) MRC services are perceived as effective in bringing about changes, and 3) the direction toward integrated planning with availability of follow-through for institutes is a sound direction that the MRC will continue to pursue.

Sample NEEDS comments are:

Assessment and implementation of a new content based curriculum

Training to administrators in my district on the importance of respecting native language and culture

MRC staff to participate in State ESL team project and to present at institute

Instructional methods which maximize cultural development

Ways to work with mainstream teachers

Cross cultural issues and ways for LEP students to learn content materials

Additional comments regarding MRC staff were:

Thanks for your excellent help.

COMSIS MRC staff have been willing to work with the SEA in identifying, prioritizing, and addressing the needs of staff who work with LEP students

The evaluations were excellent. This is what we need - practical lessons to be used in the classroom.

Thank you for your support.

Thanks for your assistance during the previous three years. I look forward to working with you during the fourth year of our project.

CHAPTER 3

ENVIRONMENTAL CHANGES: TRENDS AND CURRENT ISSUES

"It is quite evident, quantitatively or qualitatively,
that the plight of the culturally and linguistically diverse
population in the U.S. is highly problematic, socially,
economically, and educationally. Yet, they are the emerging
majority of students to which the national goals must speak."

(Focus on Diversity, Spring-Summer 1992)

When this was written a year ago, it was a comment in response to dramatic changes in the demographic composition of the United States and to an increase in the number of ethnic and language groups. We at the MRC were also affected by the downturn in the U.S. economy, which has in the year's time taken but small steps to improve.

Funding problems had the potential to seriously damage or disrupt teacher training ... Bilingual/ESOL programs in a number of client states. And while the numbers of LEP students do not always increase in each state, the geographic distribution has shifted the training needs, often dramatically, from urban to rural areas. The geographic spread of LEP families is more evident this year than in previous years. As mentioned earlier, urban and rural districts have LEP populations and are in need of training programs despite scarce funds. Demands for standards, based on the preoccupation with national goals, are high on

each state's agenda for the coming year. Current efforts to raise educational standards for all students have the potential for creating difficulties for the LEP students if there is no attention given to their unique needs.

School districts in our very diverse area have been struggling with issues spawned by a number of significant environmental changes. This section will review three of the most significant issues, which have had an impact on the school districts, administrators, teachers, students and families of our region during the current contract year:

1. The effects of budget cuts on funding of state and local education agencies and the impact on direct services to LEP students and teacher training capacities.

2. The ever increasing diversity of ethnic and language groups creating a sharp demographic shift from urban communities to remote rural areas in each of our 8 states, and presenting a major training ...llenge to the school districts.

3. Increased interest in the National Goals and Standards spearheaded by the need for educational reform with the corollary development of performance based assessment and advancement of proficiency and functional English tests as a criteria for graduation.

3.1 BUDGETARY CONSTRAINTS

Fiscal shortfall in the states we serve makes it difficult for school systems to balance employee compensation with maintaining high standards of instructional programs. Districts are required to implement the instructional program, to improve a current operation which in turn will improve learning skills to help project these youngsters into the 21th century. Continued training for Bilingual/ESOL teachers must be undertaken either for retooling, to fulfill certification requirements or to maintain and acquire new skills. The inclusion of mainstream teachers whose classrooms are impacted by LEP students has become a necessary approach. Major cutbacks in personnel, both on the part of school districts and universities, creates an inservice and preservice training problem. There is a demand for a multiplicity of instructional options and for both ESOL/bilingual personnel and main stream teachers to be trained and retrained. This has meant that COMSIS Mid-Atlantic MRC resources were realigned and implemented in all of our client states to reflect the needs of school districts and to help assure capacity building. Courses once offered are no longer available. The MRC, as a direct result of financial stress in each state and concomitant cutbacks of services, accepted the responsibility of systematic communication with the LEA's. This has resulted in far closer planning, both long and short range. The effect of

planning has been the development of "institutes" where for a two or three day period, teachers and administrators are brought to a given school site for training in depth to suit their particular needs.

Institutes have been held in Maryland, in West Virginia, in Delaware, and in Ohio. They are also being planned for Kentucky and New Jersey.

3.2 GEOGRAPHIC/DEMOGRAPHIC SHIFT

Communities which have never had ESL programs prior to this year find themselves host to a diverse emigre population. More school districts in Virginia, West Virginia, Pennsylvania, and Maryland are reporting language minority students for the first time. For example, in rural Pennsylvania in Westmoreland County an itinerant ESL program has been instituted. There are not enough youngsters to require full time teachers, yet the need for ESOL is clear. The district newly affected by the demographic trend has expressed concern and has been targeted as a "designated district" by the SEA. The MRC staff has planned and conducted a two day institute for teachers already employed as ESL teachers and for potential teachers. Counties in West Virginia have similar concerns and will continue to receive training. Since the MRC 3 deals with a diverse region (46,000 students in New Jersey with 400 of the 501 districts reporting the presence of LEP students; 301 students in West Virginia with 7 of their 55 districts reporting LEP students), MRC coordination must be efficient and very appropriate to state needs. New students may appear at any time

during the school year in a rural district and often the training possibilities rests with a flexible MRC that is able and willing to meet the immediate lack of facilities for teacher training in the community. In a number of rural districts, for whom the LEP population is a relatively new phenomenon, there has been no teacher training provided previously. Ohio is a prime example of this striking demographic change: In the 1992-93 year, 156 of the districts in Ohio reported having LEP students for the first time!

In each of our states, there is an increased interest in developing and/or expanding staff capabilities in terms of cultural awareness and ESL teaching methodology. For the newer rural districts, the MRC has been at the vanguard of their training efforts.

3.3 REFORM/RESTRUCTURING, STANDARDS, NATIONAL GOALS

During the past year, school districts have been involved in a number of major reform efforts motivated in part by the need for educational reform within the districts and in part due to work of the National Goals Panel. The National Educational Gals, adopted in 1980 calls for American students to meet "world class" standards in core academic areas. Systemic reform has been tied to the federal reform package "Goals 2000: Educate America Act," and has been discussed as part of the reauthorization of the Elementary and Secondary Education Act. The national initiative to set high academic standards and to create a related system of student assessment has gained momentum in a number of states of the MRC 3 - Mid-Atlantic region. In Maryland the Functional English Test which must be passed prior

to High School graduation has had a decided impact on instructional programs for LEP students; in Ohio the Ninth Grade Proficiency Test in math, reading, writing and citizenship represents a barrier for LEP students; New Jersey is moving toward alternative assessment for their 46,000 LEP students and the exemption of them from standardized testing. The school curricula are undergoing revisions as New Jersey works toward a High School Proficiency Test. Kentucky has instituted change through multicultural awareness training as well as their publication of a handbook for their LEP population.

School district personnel, teachers and administrators, reach beyond the rhetoric about goals and standards. Reports indicate that large numbers of LEP students are enrolled in programs with low academic expectations and lack of concentration on higher order thinking skills. Language minority students must not be permitted to remain behind their peers for lack of content-based instruction. Teacher training programs must center around a content-based core so as to offer students the opportunity to fully develop their capacity. Only then will resources not be dispersed and will students' need be fully addressed. Only then will the standards apply to all of America's students. Since the thrust of the reforms leads to everyone being challenged and to high standards for all students, it must result in benefit for language minority students as well. District concerns are best expressed as:

> " . . . content and performance standards for LEP and language minority students must be developed by those who know these students. These standards must take into consideration the special language needs of language minority and language minority students to ensure that they receive equitable education services and are not marginalized as a result of a national pursuit of excellence."
>
> NCBE Forum July 1993

The MRC has coordinated planning with SEAs and LEAs as appropriate to improve instruction through technical assistance, workshops and institutes. In the interest of reaching the widest group in need of training, the MRC has initiated multidistrict programs for LEP students and has made every effort to involve consortia of LEAs with the belief that sharing and networking is mutually beneficial. The MRC core curriculum is devised to match the needs of school districts for whom national and state goals and standards are to be met.

APPENDIX A

Summary Report of Training and Technical Assistance, 1992-1993

Report of Major Training and Assistance Activities
From 10/01/92 to 09/09/93

Number of Activities by State: All States

Washington, D.C.	22
Delaware	1
Kentucky	7
Maryland	17
New Jersey	11
Ohio	17
Pennsylvania	16
Virginia	8
West Virginia	3
Other	18
Total	120

Clients:

Title VII:

Academic Excellence	4
Developmental Bilingual Education	1
Evaluation Assistance Center	0
Educational Personnel Training	7
Family English Literacy	0
Fellowship	1
Multifuntional Resource Center	0
National Clearinghouse for Bilingual Education	0
Office of Bilingual Education and Minority Languages Affairs	7
Research and Development	0
Special Alternative Instructional Program	34
State Education Agency	18
Special Populations	1
Short Term Training	3
Training Development and Improvement	0
Transitional Bilingual Education	11

Report of Major Training and Assistance Activities (continued)
From 10/01/92 to 09/09/93

Non-Title VII:

Desegregation Assistance Center	1
Institution of Higher Education	2
Individual	0
Local Education Agency	3
Office of Education Research and Improvement	0
Organization	12
Other	9
State Education Agency	5
Technical Assistance Center	0
Designated District	8

Task Classification:

Assistance to Administrators (TASK 2.0)	2
Assistance to Administrators	7
Outreach, Awarenenss and Other Coordination	13
Training and Technical Assistance	92
Degree and Credential Coursework	3
Services for Educational Administrators	1
Disseminate Info. in Developmental Programs	1
Participate in MRC Meetings	1
Staff Exchange	0

Content Area of Service:

Curriculum/Instructional Materials	13
Educational Technology	0
Methods of Instruction	37
Parent Involvement	10
Program Administration	2
Program Design	8
Theory/Research to Practice	11
Planning	11
Other	28
Multiple	0

Report of Major Training and Assistance Activities (continued)
From 10/01/92 to 09/09/93

Type of Activity:

Single District/Client	72
Multidistrict	19
Statewide	9
National	20
Initial Activity	78
Follow-up Activity	42

Mode of Service (Training/Technical Assistance/Coordination):

Training - Core Workshop	46
Training - Topic Sequential Workshop	13
Training - Speech	1
Training - Exchange	1
Training - Other	21
Technical Assistance - Consultation	11
Technical Assistance - Planning	12
Technical Assistance - Materials	0
Technical Assistance - Other	4
Coordination - Information Sharing	3
Coordination - Joint Activity	1
Coordination - Other	7
Multiple Services	0

Participants:

Number of Title VII Participants	913
Number of Non-Title VII Participants	1698
Number of Funding Unavailable Participants	131
Total Number of Participants	2742
Number of Teachers	1273
Number of Aides	124
Number of Students	84
Number of Parents	346
Number of Project Directors	250
Number of Other Administrators	443
Number of Others	215
Number of Funding Unavailable	7

Report of Major Training and Assistance Activities
From 10/01/92 to 09/09/93

Level of Participants:

Number of LEA	2061
Number of SEA	32
Number of IHE	110
Number of Others	342
Number of Funding Unavailable	197

Service Evaluations:

Average Objectives Rating	4.3
Average Information Presented Rating	4.4
Average Presenter Rating	4.7

Report of Quick Action
From 10/01/92 to 09/09/93

Number of Activities by State: All States

Washington, D.C.	259
Delaware	35
Kentucky	52
Maryland	193
New Jersey	84
Ohio	186
Pennsylvania	111
Virginia	160
West Virginia	42
Other	207
Total	1329

Clients:

Title VII:

Academic Excellence	3
Developmental Bilingual Education	14
Evaluation Assistance Center	49
Educational Personnel Training	32
Family English Literacy	2
Fellowship	6
Multifuntional Resource Center	142
National Clearinghouse for Bilingual Education	32
Office of Bilingual Education and Minority Languages Affairs	22
Research and Development	0
Special Alternative Instructional Program	251
State Education Agency	149
Special Populations	7
Short Term Training	9
Training Development and Improvement	0
Transitional Bilingual Education	48

Report of Quick Action (continued)
From 10/01/92 to 09/09/93

Non-Title VII:

Desegregation Assistance Center	9
Institution of Higher Education	88
Individual	104
Local Education Agency	102
Office of Education Research and Improvement	5
Organization	27
Other	46
State Education Agency	63
Technical Assistance Center	0
Designated District	41

Requested Mode:

Facsimile	60
In Person	83
Mail	34
Phone	1144
TAN	6
Unknown	2

Response Mode:

Facsimile	150
In Person	74
Mail	120
Phone	976
TAN	7
Unknown	2

APPENDIX B

Program for Regional Workshop
November 5-6, 1992, Washington, DC

COMSIS MID-ATLANTIC MULTIFUNCTIONAL RESOURCE CENTER
ANNUAL REGIONAL CONFERENCE
November 5 and 6, 1992
Wyndham Bristol Hotel

Agenda

"REFLECTION AND SHARING: DEVELOPMENTAL BILINGUAL EDUCATION & OTHER LEARNING ALTERNATIVE PROGRAMS FOR LEP STUDENTS"

THURSDAY, NOVEMBER 5, 1992

12:30 p.m. - 1:30 p.m.	Registration	*Potomac 3 Foyer*
1:30 p.m. - 2:00 p.m.	Welcome and Introductions **Tran Huong Mai**	*Potomac 3*
2:00 p.m. - 2:45 p.m.	Keynote Speech Presentation ***"Developmental Bilingual Education Programs: Making It Work"*** **Myriam Met**, Supervisor of Foreign Language Education, Montgomery County Public Schools, Maryland Facilitator: **Miriam Isaacs**	
2:45 p.m. - 3:00 p.m.	Question and Answer Period	
3:00 p.m. - 3:15 p.m.	BREAK	*Potomac 3 Foyer*
3:15 p.m. - 4:00 p.m.	Panel Presentations **Diane Blasch**, Cincinnati, Ohio **Elena Izquierdo**, Washington, D.C., **John Nelson & Carolyn Bernache**, Prince George's County, Maryland **Marcela von Vacano**, Arlington County, Virginia	
4:00 p.m. - 5:00 p.m.	Discussion and Information Sharing Facilitator: **Jeff Schwartz**	
5:30 p.m. - 6:30 p.m.	Reception hosted by COMSIS (all conference participants)	*William Penn Foyer*
7:00 p.m. - 9:00 p.m.	DINNER (for Title VII Grantees)	*William Penn Room*

COMSIS MID-ATLANTIC MULTIFUNCTIONAL RESOURCE CENTER
ANNUAL REGIONAL CONFERENCE

"REFLECTION AND SHARING: DEVEI OPMENTAL BILINGUAL EDUCATION & OTHER LEARNING ALTERNATIVE PROGRAMS FOR LEP STUDENTS"

FRIDAY, NOVEMBER 6, 1992

8:00 a.m. - 9:00 a.m.	Coffee and Pastries	*William Penn Foyer*
9:00 a.m. - 9:20 a.m.	Introduction to the Title VII Support System	*William Penn Room*
	Evaluation Assistance Center **Kristin Carl**	
	National Clearinghouse on Bilingual Education **Holly Fadden**	
	Facilitator: **Maybelle Marckwardt**	
9:20 a.m. - 9:45 a.m.	MRC3 Service Delivery Plan **Sherry Migdail**	
10:00 a.m. - 11:30 a.m.	Completion of Needs Assessment. Participants will meet with their state contact persons as follows:	

Year One Grantees, OH	Tran Huong Mai	*William Penn Room*
NJ, PA	Sherry Migdail	*Clifton Room*
KY, VA	Miriam Isaacs	*William Penn Room*
DE, MD	Maybelle Marckwardt	*Clifton Room*
DC, WV	Jeff Schwartz	*Cabot Room*

11:30 a.m.- 12.30 p.m. Concluding Remarks.

APPENDIX C

Program for Superintendents' Institute September 22-24, 1993, Hot Springs, VA

MID - ATLANTIC SUPERINTENDENTS' LEADERSHIP COUNCIL
SUPERINTENDENTS' INSTITUTE
September 22-24, 1993, The Homestead, Hot Springs, VA
PROMOTING EFFECTIVE LEADERSHIP FOR EDUCATING LANGUAGE MINORITY STUDENTS

Program

Wednesday, September 22, 1993

6:30 - 7:30 PM Regency Room	Reception
7:30 - 7:50 Regency Room	Welcome: ***Tran Huong Mai*** Orientation: ***Thomas Highton, James Connelly***
7:50 - 9:30 Dining Room	Dinner

Thursday, September 23, 1993

7:30 - 8:15 AM Dining Room/Room Service	Breakfast
8:30 - 9:45 Dominion Room	Introduction - ***Tran Huong Mai*** **Keynote Speaker**: ***Anne Lewis*** *Impact of Changing Demographics on Programs for Language Minority Students* Facilitator: Jack Van Newkirk
9:45 - 10:00	Break
10:00 - 11:30 Dominion Room	**Panel Discussion** : *Language Minority Students: Equity, Standards and Assessment Issues* ***Charlene Rivera, Charles Smailer*** Facilitator: Iris Metts
11:30 - 1:15 PM Dominion Room	**Panel discussion:** *Equity and Standards; State Initiatives: Impact on Language Minority Programs and Services* ***Myrna Delgado, Daniel Fleck, Thomas Rubino, Sharon Saez*** Facilitator: Thomas Highton

MID - ATLANTIC SUPERINTENDENTS' LEADERSHIP COUNCIL
SUPERINTENDENTS' INSTITUTE
September 22 - 24, 1993, The Homestead, Hot Springs, VA
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Thursday, September 23, 1993

1:15 - 2:30	Lunch (as you choose) The Grill Room, Sam Snead's Tavern, Cafe Albert
2:30 - 4:00 PM Dominion Room	**Infomation and Sharing Session:** * HOSTS: Utilizing Technology and Mentoring:a positive impact on Motivation, Language Development and Achievement *Bill Gibbons* * Successful Programs for Language Minority Students ***Franklin Smith, Jack Van NewKirk, Joseph Wisniewski***
4:00 - 4:15	Break
4:15 - 5:30 Dominion Room	**Informal Networking** : Program Improvements *Superintendents' Role in Programs for Language Minority Students* ***Jack Dulaney, James Connelly***
6:00 - 7:00 Empire Room	Reception
7:00 - 9:00 Empire Room	Dinner Speaker: Rene Gonzalez Facilitator: Iris Metts

Friday, September 24, 1993

7:30 - 8:30 AM Dining Room/Room Service	Breakfast
8:30 - 9:45 Dominion Room	**Organization Meeting**: Goals, Objectives, Directions ***Thomas Highton, Iris Metts, Joseph Wisniewski***
9:45 - 10:00	Break
10:00 - 11:45 Dominion Room	**Panel Discussion**: *Accessing Resources to Enhance Language Minority Programs* ***Mary Jean Le Tendre, Rene Gonzalez*** Facilitator: Thomas Highton

MID - ATLANTIC SUPERINTENDENTS' LEADERSHIP COUNCIL

SUPERINTENDENTS' INSTITUTE
September 22 - 24, 1993, The Homestead, Hot Springs, VA

PROMOTING EFFECTIVE LEADERSHIP FOR EDUCATING LANGUAGE MINORITY STUDENTS

Tentative Program

Friday, September 24, 1993

12:00 - 2:00 PM	Lunch
Crystal Room	Speaker: ***To be invited***
	Facilitator: Jack Dulaney
2:15 - 2:30	**Wrap Up and Evaluation**
Crystal Room	***Leadership Council Task Force Representatives***
	Facilitator: Jack Dulaney

APPENDIX D

MRC Workshop Evaluation Form

Mid-Atlantic Multifunctional Resource Center

WORKSHOP EVALUATION

Client: _____ State: _____ Date: ___/___/___ (M D Y)

Workshop Topic: _____ Presenter: _____

Your Position: _____

Please rate the extent to which the stated objectives of this activity were met:

	very well	well	adequately	minimally	not at all
Objective 1: _____	5	4	3	2	1
_____					
_____					
Objective 2: _____	5	4	3	2	1
_____					
_____					
Objective 3: _____	5	4	3	2	1
_____					
_____					

Please rate the following statements about the information presented:	strongly agree		agree		strongly disagree
The information was useful to me.	5	4	3	2	1
The information was relevant to the needs of my program.	5	4	3	2	1
The information was clearly presented.	5	4	3	2	1
Please rate the following statements about the presenter:					
The presenter is knowledgeable about the subject matter.	5	4	3	2	1
The presenter responded to audience questions and concerns.	5	4	3	2	1

What part of the presentation was most helpful/useful to you? _____

_____

_____

_____

_____

Other comments/suggestions for future workshops or follow-up (Use back if necessary): _____

_____

_____

_____

_____

11/20/89

BEST COPY AVAILABLE

Appendix E

Service Feedback Form and Impact of MRC Services Form

Name_____

COMSIS MID-ATLANTIC MRC SEA SURVEY
IMPACT OF MRC SERVICES

1. Which of the services provided by the Mid-Atlantic MRC this year has been of greatest use to you in carrying out your duties as an SEA official?

_____

_____

_____

2. Give one or more examples of <u>how</u> the services of the Mid-Atlantic MRC have assisted you.

_____

_____

_____

3. Give one or more examples of how the services of the Mid-Atlantic MRC have assisted basic Title VII projects in your state in improving the quality of their <u>instructional</u> programs.

_____

_____

_____

4. Give one or more examples of how the services of the Mid-Atlantic MRC have assisted basic Title VII projects in your state in improving <u>program management.</u>

_____

_____

_____

5. Describe any difficulty or constraint that may have prevented the fulfillment of the conditions of your SEA agreement with the MRC.

_____

_____

_____

Name_____

TRENDS

A curriculum or administrative change that my school district is moving toward is _____

_____

_____

The biggest trend in my state seems to be _____

_____

The MRC could help me in this area by _____

_____

NEEDS

My most immediate need for training and technical assistance as a project director is _____

_____

The topic that teachers in this program seem most eager to learn about is _____

_____

It would be helpful if the mainstream teachers who work with students in our program knew more about

_____

The topic on which I would like to provide training to mainstream administrators in my district is _____

_____

ADDITIONAL COMMENTS

_____

_____

_____

_____

Name_____

COMSIS MID-ATLANTIC MRC LEA SURVEY
IMPACT OF MRC SERVICES

1. Which of the services provided by the Mid-Atlantic MRC this year has been of greatest use to your program?

_____

_____

_____

2. What programmatic changes have taken place or are being considered as a result of MRC services?

_____

_____

_____

3. What changes in classroom instructional behaviors have you noted (observed or heard about) that you can attribute to staff development activities provided by the MRC?

_____

_____

_____

4. Describe any difficulty or constraint that may have prevented the implementation of any strategies suggested by the MRC.

_____

_____

_____

Name_____

TRENDS

A curricular or administrative change that my school district is moving toward is _____

_____

_____

The biggest trend in my state seems to be _____

_____

The MRC could help me in this area by _____ _____

_____

NEEDS

My most immediate need for training and technical assistance as a project director is _____

_____

The topic that teachers in this program seem most eager to learn about is _____

_____

It would be helpful if the mainstream teachers who work with students in our program knew more about

_____

The topic on which I would like to provide training to mainstream administrators in my district is _____

_____

ADDITIONAL COMMENTS

_____

_____

_____

_____

Name_____

COMSIS MID-ATLANTIC MRC SERVICE FEEDBACK FORM

Directions:

Please check the number of times you will have used each of the following MRC services in FY93 (October 1, 1992 and September 30, 1993). Then rate the overall quality of each type of service on a continuum from 1 to 5 with one being unsatisfactory and five being outstanding.

Type of Service	Number of Times					Rating						Comments
	0	1-3	4-6	7-9	10+	N/A	Outstanding 5	4	3	2	Unsatisfactory 1	
Technical Assistance Telephone consultations with your MRC state contact person						—	—	—	—	—	—	
Telephone consultations with other MRC staff						—	—	—	—	—	—	
On-line use of the Technical Assistance Network (TAN)						—	—	—	—	—	—	
On-site consultation/technical assistance visit from MRC staff						—	—	—	—	—	—	
Participation of MRC staff in planning meetings						—	—	—	—	—	—	
Materials received from MRC including articles, books, (on loan) or guides						—	—	—	—	—	—	
Referrals to other sources of information, service providers, or consultants						—	—	—	—	—	—	
Training On-site workshop training session provided by MRC staff						—	—	—	—	—	—	
Consultation (workshop) services (other than MRC staff) provided by MRC						—	—	—	—	—	—	